Cypress-Fairbanks Independent School District

Francone Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

Our Francone Falcons deserve the opportunity to SOAR in life. It is our commitment to enrich their educational foundation and provide limitless opportunities.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Francone Elementary is a campus in Houston, TX.   Francone Elementary is projected to serve 735 students in grades PreK - 5th grade during the 2025-26 school year, which is a decrease from the previous year of 753.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Francone'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 18, 2025. The meetings were held in the Francone Elem. We plan to meet again on November 13,2025, February 19, 2026, and May 14, 2026 to review and revise the CNA as needed.

At the first meeting on May 15, 2025):
 During the May CPOC meeting we completed an End of Year Review of all data from the year - attendance, district testing data, behavior data, and referral information. We then broke into groups and reviewed the goals and evaluated our progress on our goals and the strategies we used. Next, we completed a Needs Assessment looking at strengths and areas of concern. We then looked at the Title 1 Preliminary Planning Budget for 2025-26. There were a few minutes left at the end of the meeting for questions.

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

- behavior
- referrals

At the second meeting on September 18, 2025 the CPOC:
We began our meeting with introductions and reviewed the purpose of the CPOC. We then looked at our 2024-25 STAAR Data.
 After looking closely at our data we determined our needs and instructional focus needed to shift. We reviewed proposed
Needs to be addressed, and as a committee decided to adjust our CIP strategies. Next, we discussed how our Title 1 funds
were being spent so far in the school year, with a heavy emphasis on staffing. We concluded the meeting with discussing the
PAFE policy and and up-coming events for our students and families. There was a discussion on providing field trips for our
students to gain additional experiences. The meeting ended with Mrs. Harthorn thanking everyone for attending and she
remained after the meeting to answer follow-up questions.

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 Special Education student scores were well below
targets and district averages in several areas. Through the root cause analysis process, we identified there is a not a firm
curriculum connection between the General Education classrooms and the Special Education Resource classes.

Our second identified priority problem in the area of **student achievement** is Special Education student scores were well below
targets and district averages in several areas. Through the root cause analysis process, we identified there is a high number of
newly identified Special Education students in the upper grades due to our high mobility rate.

Our third identified priority problem is in the area of attendance is we did not meet the 95% standard. Through the root cause
analysis process, we identified students need additional incentives to be present at school.

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			
Strategy 1: Instructional Focus: Strengthening the collaboration between General Education teachers/classrooms and Special Education teachers/classrooms, especially in grades 3rd, 4th, & 5th.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy: We will designate specific time for the Resource teachers to plan with the Instructional Specialists, so the Resource teachers can be more aware of what is being taught in the GenEd setting and connect student learning in both classes. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialist APs		Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Instructional Focus: Strengthening the collaboration between General Education teachers/classrooms and Special Education teachers/classrooms especially in grades 3rd, 4th, & 5th.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy: SPED students will receive 1st time instruction in the GenEd classroom before going to resource to practice skills and work on interventions. **Strategy's Expected Result/Impact:** To ensure the SpEd students are being supported in GenEd classrooms for 1st time instruction **Staff Responsible for Monitoring:** APs		Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Strengthening the collaboration between General Education teachers/classrooms and Special Education teachers/classrooms especially in grades 3rd, 4th, & 5th.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

Strategy: Training the ICS paraprofessionals and giving them more tools to use while providing support
    Strategy's Expected Result/Impact: The paraprofessionals will be better prepared to support our students during their GenEd time resulting in academic success
    Staff Responsible for Monitoring: Resource Teachers
ISs
APs
	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	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:	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Provide students with the opportunity to have a well-rounded education.	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Salaries - 1.5 teachers in intervention, and class size reduction, 5 paraprofessionals to assist students in the general education classrooms 2. Library books - We will increase the circulation of library books to develop stronger reading strategies and comprehension 3. Professional Development the leadership team, teaching staff, and paraprofessionals will attend professional development to develop a stronger understanding of how to best support our students in helping them meet academic and behavioral goals 4. Substitute pay - When the class-size reduction teacher is absent. Title 1 funds will cover the cost of the substitute 5. PBIS Supplies - Students will earn incentives using their PBIS/SOAR bucks and celebrating students each 9 weeks for SOAR Awards 6. Extended Day Pay - Staff members will be paid for for trainings and planning outside of the school day that supports instructional goals 7. Extra Duty Pay - Staff members will be paid for after school tutoring 8. Parent Involvement - We will increase parent involvement throughout the year with events such as: Falcon Express, Curriculum Family Night, Family Fun Nights, etc We will communicate with parents using various methods to help increase attendances/involvement 9. Supplies - Classroom supplies will be provided to the teachers and students to meet the needs of the classroom **Staff Responsible for Monitoring:** Principal APs Counselors	Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Throughout the year we will offer clubs/enrichment activities during recess times to provide the students with more choice.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will benefit for learning more about the topics covered in the clubs/ enrichment activities, and because there are behavior requirements to participate it will help overall discipline issues because will not want to be removed from the activies. **Staff Responsible for Monitoring:** Large group teachers lead the activities, overseen by the Assistant principals.	Considerable			

Strategy 8 Details	Reviews			

Strategy 8: Improving Student Engagement: Students will be surveyed to establish their interest in additional topics to provide enrichment opportunities.
    Strategy's Expected Result/Impact: If the students determine what is important for them and what they want to know more about they will be more willing to sign-up for the activities and actively participate.
    Staff Responsible for Monitoring: Assistant principals
	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: Reading teachers will plan high quality instruction that strengthens students' understanding of RLA TEKS via rigorous learning experiences with district provided lessons and resources. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** IS, AP and Principal		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Some Progress			
No Progress	Accomplished	Continue/Modify	Discontinue		

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

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

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			

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

	Nov	Feb	May	June
	Considerable			
Strategy 2 Details	Reviews			

Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).
    Strategy's Expected Result/Impact: Increased reading proficiency
    Staff Responsible for Monitoring: IS, AP, and Principal
	Formative			**Summative**

	Nov	Feb	May	June
	Considerable			
Strategy 3 Details	Reviews			

Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.
    Strategy's Expected Result/Impact: Increased reading proficiency.
    Staff Responsible for Monitoring: IS, AP, Principal
	Formative			**Summative**

	Nov	Feb	May	June
	Considerable			

○ 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 of high-quality minutes, and teachers will utilize the data to inform and adjust instruction.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS, AP, and Principal		Considerable			
Strategy 2 Details		Reviews			
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency		**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: IS, AP, and Principal		Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS, AP, Principal		Considerable			

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:** IS, AP and Principal		Considerable			
Strategy 2 Details		Reviews			
Strategy 2: Math teachers will model and expect students to use a problem-solving process.		Formative			Summative
		Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased math proficiency		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: Complete BOTB lessons and provide access to reflective activities through guidance lessons offered by counselors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Office referrals will decrease by 1% **Staff Responsible for Monitoring:** Assistant Principals	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:** APs	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: Student attendance records

Strategy 1 Details	Reviews			

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

	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)
     Strategy's Expected Result/Impact: 95% overall attendance rate
     Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	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. Offer small group restorative opportunities centered around controlling anger and conflict resolution.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on PBIS best practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Class Meetings will take place on a weekly basis to facilitate SEL.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Behavior Interventionist, APs	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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	Some Progress			

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. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Accomplished			

⬤ 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 .25%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Recognize staff members who demonstrate exemplary attendance each nine weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .25%.	**Nov**	**Feb**	**May**	**June**
	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 professional development based on identified needs.

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: District Professional Development Opportunities, Region IV Professional Development Opportunities, as well as additional opportunities that may be aligned with our most at-risk populations, such as conferences for instructional leaders, literacy trainings, student engagement, math, and science professional development. **Strategy's Expected Result/Impact:** Meet or exceed targets for each state assessment.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

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: We will add additional people to the "Media Team". We will purposefully make regular social media posts highlighting school and classroom activities/lessons, upcoming community events, and recognitions		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved Social Media Presence **Staff Responsible for Monitoring:** Principal		Moderate Progress			
Strategy 2 Details		Reviews			
Strategy 2: Improving Social Media Presence: We will provide more options for parents to receive information.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We expect that if the information is more readily available and on multiple platforms, the parents are more likely to stay informed. **Staff Responsible for Monitoring:** Principal and media team		**Nov**	**Feb**	**May**	**June**
		Considerable			
Strategy 3 Details		Reviews			
Strategy 3: Improving Parent and Community Engagement: Use multiple forms of communication such as Remind, social media, monthly parent newsletter, and flyers for Friday Folders.		**Formative**			**Summative**
Strategy's Expected Result/Impact: parents will be more aware of school events **Staff Responsible for Monitoring:** Principal and AP		**Nov**	**Feb**	**May**	**June**
		Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We will make personal phone calls to some of our families that have a history of not being involved in school events. **Strategy's Expected Result/Impact:** Increased parental and community involvement **Staff Responsible for Monitoring:** Counselors, AP, Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

⚪ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

CPOC

Committee Role	Name	Position
Principal	Kimberly Harthorn	Principal (there is only one principal)
Teacher #1	Sarah Barrow	PreK
Teacher #2	Dora Cabrera	Kindergarten
Teacher #3	Maria Graham	1st grade
Teacher #4	Eloisa Patterson	2nd grade
Teacher #5	Lisa Davis	3rd grade
Teacher #6	Jennifer Flores	4th grade
Teacher #7	Julie Mendoza	5th grade
Teacher #8	Breanna Garcia	Special Education
Other School Leader (Nonteaching Professional) #1	Jennifer Rios	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Njeri Richardson	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Britney Conner	Counselor
Other School Leader (Nonteaching Professional) #4	Tatiary Ozuna-Lawson	Counselor
Paraprofessional #1	Lynne Weixel	Campus Secretary
Paraprofessional #2	Shayla Parks	Admin Secretary
Administrator (LEA) #1	Donna Allen	District Representative
Administrator (LEA) #2	Kimberly Thibeaux	District Representative
Parent #1	Jose Criss-Reyna	Parent
Parent #2	Penelope Goode	Parent
Community Member #1	Mary Marsh	Community Member
Community Member #2	Laura Stewart	Community Member
Business Representative #1	Alex Soler	Equitable Advisors
Business Representative #2	Ross Weidner	Equitable Advisors
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   **Francone**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	72%	74%	76%	78%	80%
Meets or Above	45%	48%	51%	54%	57%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	**Target Check**
74%	Met District Strategic Target
48%	Met District Strategic Target
21%	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	37%	39%			
African Am.	47%	49%			
Hispanic	32%	34%			
Eco. Dis.	32%	34%			
EB	19%	21%			
SPED	13%	15%			
Highly Mobile	50%	52%			
High Focus	35%	37%			

2025-26	**Target Check**
42%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
37%	Met Reading Board Outcome Target
36%	Met Reading Board Outcome Target
22%	Met Reading Board Outcome Target
22%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
37%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	34%	36%			
African Am.	30%	32%			
Hispanic	33%	35%			
Eco. Dis.	29%	31%			
EB	23%	25%			
SPED	13%	15%			
Highly Mobile	0%	2%			
High Focus	32%	34%			

2025-26	**Target Check**
39%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
40%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
30%	Met Math Board Outcome Target
28%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
35%	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	Francone	ES9	All	116	66%	81	70%	37%	49	42%	15%	23	20%
Reading	3	Francone	ES9	Hispanic	73	64%	50	68%	32%	27	37%	12%	12	16%
Reading	3	Francone	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Francone	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	3	Francone	ES9	African Am.	30	67%	22	73%	47%	16	53%	20%	7	23%
Reading	3	Francone	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Francone	ES9	White	7	*	5	71%	*	4	57%	*	2	29%
Reading	3	Francone	ES9	Two or More	6	*	4	67%	*	2	33%	*	2	33%
Reading	3	Francone	ES9	Eco. Dis.	97	64%	66	68%	32%	35	36%	12%	7	7%
Reading	3	Francone	ES9	EB	50	48%	25	50%	19%	11	22%	*	7	14%
Reading	3	Francone	ES9	At-Risk	57	57%	34	60%	24%	16	28%	*	4	7%
Reading	3	Francone	ES9	SPED	18	29%	6	33%	*	4	22%	*	2	11%
Reading	3	Francone	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Francone	ES9	High Focus	108	64%	72	67%	35%	40	37%	12%	26	24%
Reading	4	Francone	ES9	All	118	79%	98	83%	49%	63	53%	18%	27	23%
Reading	4	Francone	ES9	Hispanic	76	75%	61	80%	47%	40	53%	19%	18	24%
Reading	4	Francone	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Francone	ES9	Asian	4	*	3	75%	*	2	50%	*	1	25%
Reading	4	Francone	ES9	African Am.	33	85%	30	91%	42%	17	52%	*	6	18%
Reading	4	Francone	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Francone	ES9	White	3	*	2	67%	*	2	67%	*	1	33%
Reading	4	Francone	ES9	Two or More	2	*	2	100%	*	2	100%	*	1	50%
Reading	4	Francone	ES9	Eco. Dis.	95	76%	74	78%	42%	44	46%	13%	14	15%
Reading	4	Francone	ES9	EB	47	62%	30	64%	21%	11	23%	*	5	11%
Reading	4	Francone	ES9	At-Risk	53	69%	38	72%	32%	18	34%	7%	5	9%
Reading	4	Francone	ES9	SPED	27	71%	20	74%	38%	5	19%	*	2	7%
Reading	5	Francone	ES9	All	103	74%	80	78%	57%	65	63%	29%	35	34%
Reading	5	Francone	ES9	Hispanic	63	69%	47	75%	61%	43	68%	36%	25	40%
Reading	5	Francone	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Francone	ES9	Asian	2	*	2	100%	*	1	50%	*	1	50%
Reading	5	Francone	ES9	African Am.	29	84%	25	86%	52%	16	55%	24%	9	31%
Reading	5	Francone	ES9	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Francone	ES9	White	3	*	2	67%	*	1	33%	*	0	0%
Reading	5	Francone	ES9	Two or More	4	*	2	50%	*	2	50%	*	0	0%
Reading	5	Francone	ES9	Eco. Dis.	82	74%	63	77%	54%	46	56%	27%	24	29%
Reading	5	Francone	ES9	EB	41	46%	20	49%	29%	13	32%	*	8	20%
Reading	5	Francone	ES9	At-Risk	64	64%	42	66%	47%	32	50%	19%	15	23%
Reading	5	Francone	ES9	SPED	23	*	15	65%	*	7	30%	*	1	4%
Math	3	Francone	ES9	All	116	65%	80	69%	34%	45	39%	7%	14	12%
Math	3	Francone	ES9	Hispanic	73	66%	51	70%	33%	29	40%	8%	9	12%
Math	3	Francone	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Francone	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	3	Francone	ES9	African Am.	30	60%	20	67%	30%	10	33%	*	4	13%
Math	3	Francone	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Francone	ES9	White	7	*	5	71%	*	3	43%	*	1	14%
Math	3	Francone	ES9	Two or More	6	*	4	67%	*	3	50%	*	0	0%
Math	3	Francone	ES9	Eco. Dis.	97	62%	64	66%	29%	32	33%	6%	7	7%
Math	3	Francone	ES9	EB	50	48%	25	50%	23%	15	30%	*	16	32%

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	Francone	ES9	At-Risk	57	57%	33	58%	27%	16	28%	*	10	18%
Math	3	Francone	ES9	SPED	18	33%	7	39%	*	5	28%	*	6	33%
Math	3	Francone	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Francone	ES9	High Focus	108	63%	70	65%	32%	38	35%	6%	10	9%
Math	4	Francone	ES9	All	118	62%	77	65%	42%	55	47%	14%	21	18%
Math	4	Francone	ES9	Hispanic	76	59%	48	63%	44%	38	50%	16%	16	21%
Math	4	Francone	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Francone	ES9	Asian	4	*	3	75%	*	3	75%	*	2	50%
Math	4	Francone	ES9	African Am.	33	62%	22	67%	27%	10	30%	*	1	3%
Math	4	Francone	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Francone	ES9	White	3	*	2	67%	*	2	67%	*	1	33%
Math	4	Francone	ES9	Two or More	2	*	2	100%	*	2	100%	*	1	50%
Math	4	Francone	ES9	Eco. Dis.	95	58%	58	61%	36%	37	39%	12%	14	15%
Math	4	Francone	ES9	EB	47	47%	23	49%	26%	13	28%	*	10	21%
Math	4	Francone	ES9	At-Risk	53	46%	26	49%	29%	16	30%	12%	8	15%
Math	4	Francone	ES9	SPED	27	38%	11	41%	24%	14	52%	*	2	7%
Math	5	Francone	ES9	All	103	81%	86	83%	51%	58	56%	26%	32	31%
Math	5	Francone	ES9	Hispanic	63	81%	53	84%	56%	39	62%	36%	26	41%
Math	5	Francone	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Francone	ES9	Asian	2	100%	2	100%	*	1	50%	*	0	0%
Math	5	Francone	ES9	African Am.	29	84%	25	86%	40%	14	48%	*	5	17%
Math	5	Francone	ES9	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Francone	ES9	White	3	*	2	67%	*	1	33%	*	1	33%
Math	5	Francone	ES9	Two or More	4	*	2	50%	*	1	25%	*	0	0%
Math	5	Francone	ES9	Eco. Dis.	82	79%	67	82%	52%	44	54%	25%	23	28%
Math	5	Francone	ES9	EB	41	78%	33	80%	33%	14	34%	26%	11	27%
Math	5	Francone	ES9	At-Risk	64	73%	48	75%	40%	28	44%	22%	15	23%
Math	5	Francone	ES9	SPED	23	*	15	65%	*	5	22%	*	3	13%
Science	5	Francone	ES9	All	103	71%	76	74%	31%	38	37%	9%	14	14%
Science	5	Francone	ES9	Hispanic	63	68%	45	71%	37%	26	41%	10%	10	16%
Science	5	Francone	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Francone	ES9	Asian	2	*	2	100%	*	2	100%	*	0	0%
Science	5	Francone	ES9	African Am.	29	80%	24	83%	*	4	14%	*	2	7%
Science	5	Francone	ES9	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Francone	ES9	White	3	*	2	67%	*	2	67%	*	1	33%
Science	5	Francone	ES9	Two or More	4	*	1	25%	26	2	50%	*	1	25%
Science	5	Francone	ES9	Eco. Dis.	82	72%	62	76%	31%	27	33%	9%	9	11%
Science	5	Francone	ES9	EB	41	50%	21	51%	*	15	37%	*	5	12%
Science	5	Francone	ES9	At-Risk	64	61%	41	64%	22%	15	23%	*	8	13%
Science	5	Francone	ES9	SPED	23	*	15	65%	*	5	22%	*	3	13%

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.