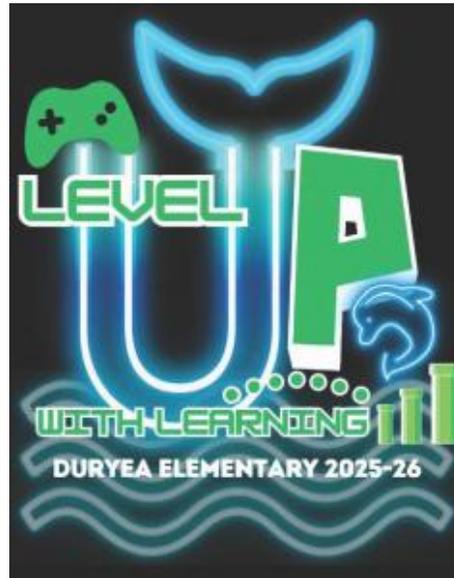# Cypress-Fairbanks Independent School District

Duryea Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

We SWIM together! Safety Wisdom Integrity Motivation

Adding value to every child, every chance, every day.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Duryea Elementary is a campus in Katy, Texas. Duryea opened its doors in 2004. Duryea is projected to serve 962 students in grades PK-5 during the 2025-2026 school year, which is a decrease from the previous year of 1,088.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Duryea's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 12, 2025, and again on September 29, 2025 to develop and finalize the CNA. The meetings were held in the library at Duryea Elementary. We plan to meet again on November 17th to review and revise the CNA as needed.

At the first meeting on May 12, 2025, principal Tomicka Williams discussed:

- May CIP Strategy Evaluation
- Completion of 2024-25 CIP Summative Evaluation
- Conduct 2025-26 Needs Assessment
- Begin 2025-26 Campus Improvement Plan
- Discussion and completion of the 2025-26 Title I preliminary planning budget

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

- STAAR Updates
- CIP Goals
- Title I (how funds are spent, parent meetings/engagement events)
- Questions/Comments

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically Math: Duryea math scores are well below district average. After conducting a root cause analysis, we concluded that this was due to students Lack basic number sense, lack of teacher notes usage and lack of comprehension of word problems.

Our second identified priority problem is in the area of student achievement, specifically RLA: Our students are not moving up from approaches to masters as they move across grade levels. After conducting a root cause analysis, we concluded that the HMH curriculum does not match STAAR rigor and is not vertically aligned across grade levels.

Our third identified priority problem is in the area of student achievement, specifically Science: Our AA & SPED sub pops consistently perform lower than the district average. After conducting a root cause analysis, we concluded that there is a lack of differentiated instruction and lack of teacher preparedness.

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 performance at the Approaches Level by 10%, at the Meets Level by 5%, and at the Masters Level by 3% by 2029.

    Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			

Strategy 1: ELAR Instructional Focus: We will increase students' STAAR performance by moving them from one achievement level to the next (Did Not Meet - Approaches - Meets - Masters) through rigorous instruction and intentional vertical alignment across all grade levels.
 	
Strategy: We will strengthen student achievement by vertically aligning lesson planning and assessment practices, fostering collaboration between General Education and Special Education teachers, and strategically structuring the curriculum to meet the specific needs of Duryea students.
    Strategy's Expected Result/Impact: To increase students' STAAR performance by moving them from one achievement level to the next (Did Not Meet - Approaches - Meets - Masters)
    Staff Responsible for Monitoring: IS's, AP's & Prinicpal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			
Strategy 2 Details	Reviews			

Strategy 2: Math Instructional Focus: Duryea will increase Math STAAR performance across all grade levels and student subpopulations to meet or exceed the district average.
 	
Strategy: We will strengthen math achievement by building students' number sense, promoting consistent use of teacher notes as a learning tool, and improving students' comprehension and problem-solving skills with word problems.
    Strategy's Expected Result/Impact: To increase Math STAAR performance across all grade levels and student subpopulations to meet or exceed the district average.
    Staff Responsible for Monitoring: IS's, AP's & Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Science Instructional Focus: Increase Science STAAR performance for African American and Special Education student groups to meet or exceed the district average.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

Strategy: We will strengthen science instruction by incorporating modeling during planning, ensuring vertical alignment across grade levels, holding teachers accountable for instructional preparedness, and delivering data-driven instruction.
    Strategy's Expected Result/Impact: To increase Science STAAR performance for African American and Special Education student groups to meet or exceed the district average.
    Staff Responsible for Monitoring: IS's, AP's & Principal
	Some 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, PE Coach, Nurse, Classroom Teachers, Assistant Principals	Some 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: baseball team, soccer team, bowling team, GT showcase, flag patrol, spelling bee, and PALS.	**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:** Principal	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**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Salaries: 1 Testing Coordinator, 1 Parent Liaison, 1 Behavior Specialist and 1 Instructional Aide 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. 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 Meet the Teacher, Open House, Math Night, Reading Night and STEM Science Night. 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:** Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator	Moderate Progress			

Strategy 7 Details	**Reviews**			
Strategy 7: Improving Student Engagement: Increase overall student engagement in learning by implementing interactive, student-centered instructional strategies across all classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 10% increase in student participation as measured by walkthrough data by May 2025. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Moderate Progress			

Strategy 8 Details	**Reviews**			
Strategy 8: Improving Student Engagement: Teachers will increase the use of active learning strategies (such as cooperative learning, hands-on activities, and student choice) in daily lessons to promote higher student engagement.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 80% of teachers will consistently implement at least one active learning strategies per lesson, as observed during instructional walkthroughs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Moderate 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% to95%by 2029.

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

Evaluation Data Sources: MAP and MClass Data

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

Strategy 2 Details	Reviews			
Strategy 2: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will maintain a monitoring notebook to document individual students' progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal	**Nov**	**Feb**	**May**	**June**
	Some Progress			

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal		Nov	Feb	May	June
		Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal		Nov	Feb	May	June
		Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: We will maintain a monitoring notebook to document individual students' progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal		Nov	Feb	May	June
		Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: AMIRA Data

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

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 **Staff Responsible for Monitoring:** IS's, AP's, Principal	Nov	Feb	May	June
	Some 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**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal	Nov	Feb	May	June
	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			

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.
    Strategy's Expected Result/Impact: Increased math proficiency
    Staff Responsible for Monitoring: IS's, AP's, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 2 Details	Reviews			

Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.
    Strategy's Expected Result/Impact: Increased math proficiency
    Staff Responsible for Monitoring: IS's, AP's, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Math teachers will model and expect students to use a problem-solving process.
    Strategy's Expected Result/Impact: Increased math proficiency
    Staff Responsible for Monitoring: IS's, AP's, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: IS's, AP's, Principal	Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: IS's, AP's, Principal	Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: IS's, AP's, Principal	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 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
Record of Implementation of Campus Safety Committee Improvement Strategies

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety: By the end of the current school year, 100% of the district's safety policies will be implemented. **Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Safety Committee	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			
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 and communicate effectively via radios. 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 Principals	**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			
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, Attendance Committee, Assistant Principals, Registrar, Teachers	**Formative**			**Summative**
	Nov	Feb	May	June
	Some Progress			

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, Attendance Committee, Assistant Principals, Registrar	**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 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. We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists, Teachers	Some Progress			

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. Students will participate in restorative practices	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	Some Progress			

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

   Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Perfect / best attendance awards are given to both individuals and teams, Various staff awards/incentives are given to acknowledge staff regularly and encourage participation, Monthly: Three Distinguished Dolphin Awards - recognized once per month, Quarterly: Powerful Practice / Fundamental 5 ribbons, Annually: Grade level of the Year; Best Practices Awards		**Formative**			**Summative**
		Nov	Feb	May	June
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Team Leaders, Teachers, Paraprofessionals		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 and staff are Receiving High-Quality Professional Development: By the end of the current school year, 90% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-through
WeClimb Walks
Lesson Plans
District Content Training's
Region IV: Early Childhood Conf
Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12)
GT certification trainings
Classroom Management
Model Schools Conference
Rockin'Review Lead4ward

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Science of Teaching Reading, Reading Academy, Technology training, MAP, AMP, Performance Matters, Powerwalks (Fundamental 5); Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12), Model Schools Conference, Rockin'Review Lead4ward conference	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Professional Development provided will support our teachers and staff in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students. It will also provide classroom managment techniques to support a learning environment conducive to student engagement and success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers	Some Progress			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We will enhance our school's social media presence by sharing consistent, engaging, and informative content that highlights student achievements, promotes upcoming events, and strengthens connections with families and the community.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase parent and family involvement by 5%. **Staff Responsible for Monitoring:** PAFE Liaison, Principal	Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Improving Parent and Community Engagement: We will strengthen parent and family engagement by hosting a variety of events, incentivizing student participation with their families, and gathering feedback through parent surveys to guide future planning.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase parent and family involvement by 5%. **Staff Responsible for Monitoring:** PAFE Liaison, Principal	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

CPOC

Committee Role	Name	Position
Principal	Tomicka Williams	Principal (there is only one principal)
Administrator (LEA) #2	Tassmaine Newton	AP
Administrator (LEA) #1	Jennifer Carson	AP
BI	Jabari Nichols	BI
Counselor	Ansesha Cordero	Counselor
Counselor	Antoinette Henry	Counselor
Other School Leader (Nonteaching Professional) #5	Glenda Henry	IS
Other School Leader (Nonteaching Professional) #3	Gabby Garrison	IS
Other School Leader (Nonteaching Professional) #2	Nicole Lavergne	IS
Other School Leader (Nonteaching Professional) #1	Emily Burelsmith	Testing Coordinator
Other School Leader (Nonteaching Professional) #4	Carlos Joseph	PAFE Admin
Community Member	Melanie Ceynar	Community Member
Teacher #11	Amalia Sica	Music Teacher
Teacher #10	Rolando Machin	ECSE Self Contained
Teacher #9	Tracy Murphy	ECSE Collab
Teacher #1	Cynthia Arrant	PK Teacher
Teacher #2	Brianna McKay	Kinder Teacher
Teacher #3	Julia Hague	1st Grade Teacher
Teacher #5	Andrea Flores	2nd Grade Teacher
Teacher #6	Raquel DeLeon	3rd Grade Teacher
Teacher #7	Carli Thibodeaux	4th Grade Teacher
Teacher #8	Asia McFarland	5th Grade Teacher
Parent #1	Chimere Pradia	Parent #1
Business Representative #1	Joshua Gurvey	Business Representative #1
No Tribal Associations	N/A N/A	No Tribal Associations
No Charter Schools	N/A N/A	No Charter SChools

Addendums

Campus Duryea

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	37%	40%	43%	46%	49%
Masters Grade Level	13%	16%	19%	22%	25%

2025-26	Target Check
77%	Met District Strategic Target
41%	Met District Strategic Target
19%	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	39%	41%			
African Am.	30%	32%			
Hispanic	39%	41%			
Eco. Dis.	34%	36%			
EB	24%	26%			
SPED	10%	12%			
Highly Mobile	50%	52%			
High Focus	35%	37%			

2025-26	Target Check
43%	Met Reading Board Outcome Target
35%	Met Reading Board Outcome Target
43%	Met Reading Board Outcome Target
36%	Met Reading Board Outcome Target
28%	Met Reading Board Outcome Target
14%	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	27%	29%			
African Am.	15%	17%			
Hispanic	31%	33%			
Eco. Dis.	24%	26%			
EB	27%	29%			
SPED	16%	18%			
Highly Mobile	0%	2%			
High Focus	24%	26%			

2025-26	Target Check
42%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
44%	Met Math Board Outcome Target
27%	Met Math Board Outcome Target
37%	Met Math Board Outcome Target
20%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
27%	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	Duryea	ES7	All	159	69%	127	80%	39%	68	43%	13%	28	18%
Reading	3	Duryea	ES7	Hispanic	95	71%	77	81%	39%	41	43%	14%	18	19%
Reading	3	Duryea	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Duryea	ES7	Asian	2	*	2	100%	*	1	50%	*	1	50%
Reading	3	Duryea	ES7	African Am.	51	59%	37	73%	30%	18	35%	*	5	10%
Reading	3	Duryea	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Duryea	ES7	White	5	89%	5	100%	56%	4	80%	*	2	40%
Reading	3	Duryea	ES7	Two or More	6	71%	6	100%	*	4	67%	*	2	33%
Reading	3	Duryea	ES7	Eco. Dis.	135	68%	101	75%	34%	49	36%	11%	19	14%
Reading	3	Duryea	ES7	EB	67	62%	48	72%	24%	19	28%	*	3	4%
Reading	3	Duryea	ES7	At-Risk	74	60%	54	73%	30%	24	32%	10%	9	12%
Reading	3	Duryea	ES7	SPED	35	42%	18	51%	*	5	14%	*	1	3%
Reading	3	Duryea	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Duryea	ES7	High Focus	148	67%	110	74%	35%	55	37%	11%	20	14%
Reading	4	Duryea	ES7	All	154	75%	135	88%	52%	85	55%	17%	33	21%
Reading	4	Duryea	ES7	Hispanic	90	78%	80	89%	49%	47	52%	17%	18	20%
Reading	4	Duryea	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Duryea	ES7	Asian	4	*	4	100%	*	2	50%	*	1	25%
Reading	4	Duryea	ES7	African Am.	43	69%	35	81%	51%	23	53%	16%	7	16%
Reading	4	Duryea	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Duryea	ES7	White	9	90%	9	100%	80%	8	89%	*	5	56%
Reading	4	Duryea	ES7	Two or More	7	*	6	86%	*	4	57%	*	2	29%
Reading	4	Duryea	ES7	Eco. Dis.	127	71%	101	80%	49%	65	51%	14%	21	17%
Reading	4	Duryea	ES7	EB	52	64%	39	75%	46%	25	48%	15%	9	17%
Reading	4	Duryea	ES7	At-Risk	62	70%	50	81%	43%	29	47%	13%	9	15%
Reading	4	Duryea	ES7	SPED	35	40%	17	49%	14%	18	51%	*	2	6%
Reading	5	Duryea	ES7	All	165	68%	149	90%	47%	95	58%	20%	43	26%
Reading	5	Duryea	ES7	Hispanic	83	77%	76	92%	56%	48	58%	22%	21	25%
Reading	5	Duryea	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Duryea	ES7	Asian	2	*	2	100%	*	2	100%	*	2	100%
Reading	5	Duryea	ES7	African Am.	66	54%	57	86%	32%	35	53%	12%	13	20%
Reading	5	Duryea	ES7	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Duryea	ES7	White	9	86%	9	100%	71%	7	78%	50%	5	56%
Reading	5	Duryea	ES7	Two or More	4	*	4	100%	*	2	50%	*	1	25%
Reading	5	Duryea	ES7	Eco. Dis.	125	66%	101	81%	44%	64	51%	18%	26	21%
Reading	5	Duryea	ES7	EB	51	57%	40	78%	35%	24	47%	*	8	16%
Reading	5	Duryea	ES7	At-Risk	120	58%	96	80%	33%	54	45%	9%	19	16%
Reading	5	Duryea	ES7	SPED	36	42%	21	58%	21%	8	22%	*	2	6%
Math	3	Duryea	ES7	All	159	55%	109	69%	27%	67	42%	10%	22	14%
Math	3	Duryea	ES7	Hispanic	95	62%	71	75%	31%	42	44%	11%	16	17%
Math	3	Duryea	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Duryea	ES7	Asian	2	*	2	100%	*	2	100%	*	1	50%
Math	3	Duryea	ES7	African Am.	51	37%	27	53%	15%	16	31%	*	3	6%
Math	3	Duryea	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Duryea	ES7	White	5	67%	5	100%	56%	4	80%	*	1	20%
Math	3	Duryea	ES7	Two or More	6	*	4	67%	*	3	50%	*	1	17%
Math	3	Duryea	ES7	Eco. Dis.	135	52%	85	63%	24%	36	27%	9%	16	12%
Math	3	Duryea	ES7	EB	67	59%	49	73%	27%	25	37%	*	7	10%

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	Duryea	ES7	At-Risk	74	49%	42	57%	26%	21	28%	8%	7	9%
Math	3	Duryea	ES7	SPED	35	31%	23	66%	16%	7	20%	*	3	9%
Math	3	Duryea	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Duryea	ES7	High Focus	148	53%	89	60%	24%	40	27%	9%	17	11%
Math	4	Duryea	ES7	All	154	53%	111	72%	25%	50	32%	10%	22	14%
Math	4	Duryea	ES7	Hispanic	90	54%	66	73%	29%	30	33%	10%	13	14%
Math	4	Duryea	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	4	Duryea	ES7	Asian	4	*	4	100%	*	3	75%	*	2	50%
Math	4	Duryea	ES7	African Am.	43	52%	27	63%	19%	9	21%	7%	4	9%
Math	4	Duryea	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Duryea	ES7	White	9	50%	7	78%	*	4	44%	*	2	22%
Math	4	Duryea	ES7	Two or More	7	*	6	86%	*	3	43%	*	1	14%
Math	4	Duryea	ES7	Eco. Dis.	127	52%	77	61%	23%	33	26%	8%	15	12%
Math	4	Duryea	ES7	EB	52	56%	36	69%	26%	15	29%	*	8	15%
Math	4	Duryea	ES7	At-Risk	62	49%	36	58%	22%	17	27%	7%	6	10%
Math	4	Duryea	ES7	SPED	35	14%	14	40%	*	6	17%	*	1	3%
Math	5	Duryea	ES7	All	165	62%	124	75%	33%	60	36%	11%	30	18%
Math	5	Duryea	ES7	Hispanic	83	72%	69	83%	41%	36	43%	17%	17	20%
Math	5	Duryea	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Duryea	ES7	Asian	2	*	2	100%	*	2	100%	*	2	100%
Math	5	Duryea	ES7	African Am.	66	46%	39	59%	21%	15	23%	*	6	9%
Math	5	Duryea	ES7	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Duryea	ES7	White	9	86%	9	100%	43%	4	44%	*	3	33%
Math	5	Duryea	ES7	Two or More	4	*	4	100%	*	2	50%	*	1	25%
Math	5	Duryea	ES7	Eco. Dis.	125	61%	87	70%	30%	40	32%	10%	16	13%
Math	5	Duryea	ES7	EB	51	57%	34	67%	32%	17	33%	*	5	10%
Math	5	Duryea	ES7	At-Risk	120	49%	69	58%	23%	30	25%	9%	14	12%
Math	5	Duryea	ES7	SPED	36	37%	17	47%	14%	6	17%	*	1	3%
Science	5	Duryea	ES7	All	165	55%	109	66%	16%	35	21%	3%	30	18%
Science	5	Duryea	ES7	Hispanic	83	62%	61	73%	20%	18	22%	*	17	20%
Science	5	Duryea	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Duryea	ES7	Asian	2	*	2	100%	*	2	100%	*	2	100%
Science	5	Duryea	ES7	African Am.	66	41%	32	48%	8%	7	11%	*	6	9%
Science	5	Duryea	ES7	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Duryea	ES7	White	9	93%	9	100%	36%	4	44%	*	3	33%
Science	5	Duryea	ES7	Two or More	4	*	4	100%	*	3	75%	*	1	25%
Science	5	Duryea	ES7	Eco. Dis.	125	54%	78	62%	14%	20	16%	*	16	13%
Science	5	Duryea	ES7	EB	51	49%	30	59%	*	15	29%	*	5	10%
Science	5	Duryea	ES7	At-Risk	120	43%	62	52%	8%	13	11%	*	14	12%
Science	5	Duryea	ES7	SPED	36	33%	16	44%	*	6	17%	*	1	3%

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.