Cypress-Fairbanks Independent School District

Farney Elementary School

2025-2026

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Mission Statement:

Farney Elementary strives to create a kind, inclusive community that values diversity, prioritizes students in decision-making, and collaborates to deliver data-driven instruction.

Vision

Farney Elementary will be a model of excellence where all staff and students strive to show growth.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Farney Elementary is a campus in Cypress, Texas. Farney Elementary is projected to serve 960 students in grades Pre-K through 5th during the 2025-26 school year, which is an increase from the previous year of 916 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Farney Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (CPOC) met on May 20, 2025 and again on September 24, 2025. The meetings were held in the Farney Elementary library. We plan to meet again on November 11, 2025, February 17, 2026 and May 13, 2026 to review and revise the CNA as needed.

At the first meeting on May 20, 2025:
Complete May CIP Strategy Evaluation

Members were provided the CIP and data provided by district level testing. We do not have STAAR data available for this meeting.

- Mrs. Jacobsen reviewed the campus data for the year and goals were created at the beginning of the year.
- The committee was divided into 2 groups RLA and Math/Science. Committee members were asked to review the goals and determine the percentage completed for the year.
- The committee discussed the strategies used throughout the year to accomplish our goals. Based on the discussion, we determined our weaknesses and what we need to continue working on for the 2025-2026 school-year.

Complete 2024-25 CIP Summative Evaluation

- Mrs. Jacobsen reviewed the campus data for the year and the goals we created at the beginning of the year.

- The committee was divided into 2 groups RLA and Math/Science. Committee members were asked to review the goals and determine the percentage completed for the year.
    - Math – 85% of the goal was met
    - RLA – 85% of the goal was met
    - Science – 80% of the goals was met

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

- Data reviewed: The groups reviewed MAP, mClass, and Benchmark data to determine what the campus needs to focus on for the next school year.
- Strength #1 from 2024-25:

    RLA

    - Kindergarten showed growth in MAP overall achievement from BOY to MOY.
    - All grade levels increased in the number of students meeting grade level expectations on the mClass assessment.
    - Students generally perform well identifying or explaining author's purpose and message across grade levels.
    - Students consistently show a strong understanding of first- vs. third person point of view.
    - Understanding of structure and text craft such as, identifying how text is organized or how the author develops ideas).
- Strength #2 from 2024-25

    Math

    - Kinder tests from Fall to Winter the students showed growth in Computations and Algebraic Relationships and the Mastery level grew by 12%.
    - 3rd grade has shown growth in Fluency in multiplication facts. o 4th grade has shown growth at percentage passing on district tests throughout the year.
- Strength #3 from 2024-25:

    Science

    - Kinder and 1st implementing Science daily at a separate time of day, giving students the first exposure to hands on activities and scientific vocabulary.
    - Continuous growth in 3rd grade on the district assessments.
    - Hands on experiences seen throughout the year in all grades K - 5th,

        given the resources necessary to do activities.

- Need #1 for 2025-26:

    RLA

    - 1st & 2nd grades did not show growth in MAP over all achievement from BOY to MOY.
    - The number of students in the well below category of letter sounds in second grade increased from BOY to MOY.
    - Students struggle significantly to express their thinking in complete, well-supported responses.
    - Students often struggle to identify *all correct responses* in multi select items, showing a lack of precision or incomplete understanding of concepts.

- Need #2 for 2025-26:

    Math

    - 1st grade percentage dropped from Fall to Winter Math at the mastery level in Numerical Representations and Relationships and Computations and Algebraic Relationships.
    - 2nd grade percentages fell in Geometry and Measurement on Map from FALL to WINTER.
    - 3rd - 5th have struggled with Algebraic Reasoning particularly with multi step problems with multiplication and division whole numbers and fractional parts in 5th, based on the Benchmark results.
    - Fact fluency continues need to be explicitly taught.
    - Comprehension of word problems and understanding what problems are asking to solve.
    - More concrete examples with the use of manipulatives and supplemental aids.

- Need #3 for 2025-26:

    Science

    - 5th scored low on the Benchmark SCR with only 26% passing. ⚬ Grade levels still needing to improve on writing in science utilizing the Science Notebooks, short constructed responses.

Begin 2025-26 Campus Improvement Plan

- 2025-26 Strategy to address Need #1:

    Reading - Reading instruction needs to continue to be differentiated at an increased rigor for students to meet individual needs.

- 2025-26 Strategy to address Need #2:

Math - Teachers need to plan explicit scaffolding instruction of problem solving and skill development using concrete experiences with manipulatives, drawing pictorial illustrations, leading to abstract representations using expressions and equations.

- 2025-26 Strategy to address Need #3:

  Science - Teachers need to plan higher-level questions before, during, and after an investigation to enhance student discourse and writing using science vocabulary.

Discuss and Complete 2025-26 Title I Preliminary Planning Budget

Mrs. Jacobsen discussed the need for class size reduction teachers in both 5th grade and 4th grade for the 2025-26 school year.

5th grade was staffed this year at a ratio of 30/1. This makes for extremely large class sizes. We will use a class size reduction teacher to lower class sizes to around 24/1.

Our 3rd grade group of students showed growth; however, they need a great deal of differentiation. We would like to use a class size reduction teacher to keep these class sizes around 19-20 students to allow for more one-on-one and differentiated instruction.

In addition, we are looking at purchasing Progress Learning. This is a software that can be used in ELAR, Math and Science. It supports our TEKS and provides
activities, diagnostics and assessments. Teachers can assign specific lessons and differentiate for their students.

The meeting was adjourned and everyone was thanked for participating in the CPOC committee this year.

At the second meeting on September 24, 2025, the CPOC:

Mrs. Jacobsen welcomed the members, made introductions and thanked the committee for serving. Topic 1 – Mrs. Jacobsen reviewed the

purpose of CPOC: data is used to monitor and adjust goals

Reviewed STAAR Data and celebrations(CPOC committee conducted a needs assessment in May, STAAR data not available at that time) Mrs. Jacobsen reviewed strengths for each area of STAAR from 2024-25 and then discussed the problem statements identified through the campus instructional focus plan.

- **Problem Statement 1**: 3rd-grade reading and math is lower than 4th-grade; using funding to provide 4th-grade CSR teacher, teachers will use monitoring notebooks and goal-setting to track data and growth, focus will be on individual student needs vs "My class needs…."
- **Problem Statement 2**:ED students performed lower than the overall student population in meet and masters; teachers will ask high-level questions and include varied student discourse activities in lesson plans; increase vocabulary
- **Problem Statement 3:** EB, AR, SPED populations performed lower than other groups in most areas; Students will be provided weekly, intentional real-world connections to content, use more hand motions, and pictures
- Feedback: Jennifer Basford asked if EB students are still provided text to speech on STAAR? Yes if routinely used in classroom

  Topic 3 – Reviewed Root Cause Analysis & Strategies:
- <u>**Root Cause:**</u> Teachers are not always confident in the most relevant data to use to ensure they are providing differentiated instruction.
- <u>**Strategy 1:**</u> Monitoring notebooks and student goal setting will be used in every classroom to track individual student data and growth.
- <u>**Root Cause:**</u> Teachers are not consistently planning higher-level questions and opportunities for students to engage in strong discourse during weekly grade-level planning.
- <u>**Strategy 2:**</u> Students will be asked high-level questions and participate in varied student discourse activities that teachers will include in their lesson plans.
- <u>**Root Cause:**</u> Connections to real-world vocabulary and situations are not consistently being provided for our most at risk students.
- <u>**Strategy 3:**</u> Students will be provided real-world connections to content that teachers will intentionally plan on a weekly basis.

Mrs. Jacobsen reviewed all other district and campus goals and asked for feedback from the committee on the suggested strategies. The committee felt the strategies tied to our current campus vision.Topic 4 – Reviewed PAFE, the Mission Statement. Dates of the 2 Title 1 Parent Meetings (September 4th (AM), September 30 (PM), ways parents can partner with the school to build capacity for strong parent involvement   (ex: parent conferences, curriculum night, provide materials for parents to work with their children to improve achievement), and methods of communication, student organizations, and Fall school events. She reviewed the district attendance goal is 95%, Farney met the goal for 2024-25 with 95% overall attendance. Current school year Farney is at 96.2%. Mrs. Jacobsen reviewed the campus Title 1 Budget (majority is allocated to 5th grade CSR teacher and a Behavior Specialist) as well as funding sources available to support students (District Funds, Federal (Title 1) Funds and PTO fundraisers. Mrs. Jacobsen concluded the meeting by thanking the committee. Next meeting is November 11th at 7:45 am.

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 that our third-grade achievement in both reading and math was lower than both 4th and 5th grade in all categories. Through the root cause analysis process, we identified that teachers are not always confident in the most relevant data to use to ensure they are providing differentiated instruction.

Our second identified priority problem in the area of **student achievement** is that our economically disadvantaged students performed an average of 15% lower than our overall student population on all tests in the meets and masters categories. Through the root cause analysis process, we identified that teachers are not consistently planning higher-level questions and opportunities for students to participate in strong discourse during weekly grade-level planning.

Our third identified priority problem in the area of **student achievement** is that our EB, At-Risk, and SPED sub-populations performed lower than other student groups in most areas. Through the root cause analysis process, we identified that connections to real-world vocabulary and situations are not consistently being provided for our most at-risk students.

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: data tracking, monitoring notebooks, and strategies for student goal setting.		**Formative**			**Summative**

Strategy: Monitoring notebooks and student goal setting will be used in every classroom to track individual student data and growth.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers
		Nov	**Feb**	**May**	**June**

		Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Instructional Focus: Incorporate planned higher-level questioning and intentional student discourse activities during weekly content planning.		**Formative**			**Summative**

Strategy: Students will be asked high-level questions and participate in varied student discourse activities that teachers will include in their lesson plans.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers
		Nov	**Feb**	**May**	**June**

		Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Provide real-world connections for students.	**Formative**			**Summative**
Strategy: Students will be provided real-world connections to content that teachers will intentionally plan on a weekly basis.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers	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	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: Choir, Run Club, Student Leadership Committee, Name That Book Team, Gifted and Talented Projects.	**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, Assistant Principals, Instructional Specialists	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: 1. Salaries - 1 class size reduction teacher in 5th grade will assist with meeting our target table goals in all content areas. 1 Behavior Specialist will assist with meeting our target table goals in all content areas. 2. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 3. Temporary Worker Pay - Will fund temporary workers that will support students in meeting or exceeding our target table goals. 4. Consultant Staff Development - Will fund a math consultant to strengthen our teachers' instructional practices. 5. Supplies - Will fund the Educator's Handbook software to ensure consistency for behavior concerns. 6. Parent Involvement - Will increase parent involvement throughout the year with events such as Science Night and Multicultural Night. **Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Teachers, paraprofessionals and BI.	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Farney Elementary will implement a student leadership team during the 2025-26 school year, which will promote positive social interactions, model school values, and facilitate leadership opportunities that empower students to contribute meaningfully to the school culture.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will create an atmosphere of student leadership and accountability within our campus. **Staff Responsible for Monitoring:** Principal, Student Leadership Committee, Behavior Specialist, Assistant Principals	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Farney Elementary will work to implement a run club after school during the 2025-26 school year, which will support students' level of physical activity and team building.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Create an atmosphere for students to be a part of a team and work together to improve their physical fitness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Run Club Sponsors	No 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have planned data digs to evaluate their class data and will plan small group instruction to meet individual student needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students taking the MAP or mClass assessments will grow in their reading ability. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers	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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Teachers will ensure students are using the AMIRA reading program on a weekly basis at a minimum of 30 minutes per week and plan targeted differentiated instruction using a variety of data.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Reading Teachers.	**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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use monitoring notebooks and planned differentiated instruction to monitor students' growth.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency		**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Reading Teachers.		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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have planned data digs to evaluate their class data and will plan small group instruction to meet individual student needs. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Math Teachers	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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Campus Safety: Staff and students will implement/follow all safety guidelines and PBIS matrices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning. **Staff Responsible for Monitoring:** Principal, AP's, IS's, Counselors, Teachers, BI, and Support Staff		**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. 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:** EOP TEAM and Campus Secretary		**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 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

   Summative Evaluation: Some progress made toward meeting Objective

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

Summative Evaluation: Some progress made toward meeting Objective

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 coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, AP's, BI, Counselors, and Teachers	**Formative**			**Summative**
	Nov	Feb	May	June
	Moderate 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. Continue to implement and reinforce our SOAR matrix. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, AP's, BI, Teachers	**Formative**			**Summative**
	Nov	Feb	May	June
	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. **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
	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**
	Considerable			

No Progress   Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will ensure they are prepared for absence and provide proper notification.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal, School Secretary	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 are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in after school on-campus professional development in areas determined by the campus data and within the school day in the area of Math (Linkenhoger).
 	
     Strategy's Expected Result/Impact: Targeted small group instruction based on increased instructional strategies.
     Staff Responsible for Monitoring: Principal, AP's, Staff Development Liaison, Teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Farney Elementary will use social media to increase visibility and student engagement by featuring student-created content in classrooms on a weekly basis.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will share the variety of educational opportunities available at our campus through social media. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals, Teachers, Instructional Specialists.	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Farney Elementary will showcase the positive things happening on our campus through the Falcon Flyer (campus newsletter) in order to increase familiarity with our staff, students, and school happenings.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will share the variety of educational opportunities available at our campus through social media. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals, Teachers, Instructional Specialists.	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: The Farney staff will work to provide a variety of methods of communication in both English and Spanish to our community, promoting events and ways parents can be involved.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Families will better understand the opportunities available for them to support our campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Campus Secretary, Counselor	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: The Farney staff will ensure we are providing content support methods for parents in order to make sure they are knowledgeable about ways they can help their children at home. **Strategy's Expected Result/Impact:** An improvement for our families on ways they can help their students at home academically. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Formative			Summative
	Nov	Feb	May	June
	Some Progress			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Tracy Jacobsen	Principal (there is only one principal)
Teacher #1	Rebekah Deo	Kindergarten Teacher
Teacher #2	Hortencia Bryant	1st Grade Teacher
Teacher #3	Jennifer Basford	2nd Grade Teacher
Teacher #4	Michelle Loveless	3rd Grade Teacher
Teacher #5	Nusrat Hameed	4th Grade Teacher
Teacher #6	Amy Calhoun	5th Grade Teacher
Teacher #7	George Strong	Life Skills Teacher
Teacher #8	Teacher 8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Andrea Smith	Testing Coordinator
Other School Leader (Nonteaching Professional) #2	Sandra Ayala	Counselor
Other School Leader (Nonteaching Professional) #3	Cynthia DeNard	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Kristen Moore	Instructional Specialist
Paraprofessional #1	Kimberly Graham	Paraprofessional #1
Paraprofessional #2	Passmore Ashlee	Paraprofessional #2
Administrator (LEA) #1	Dianna Passmore	Assistant Principal
Administrator (LEA) #2	Stephanie Spangler	Assistant Principal
Parent #1	Chelsea Clifton	Parent #1
Parent #2	Denae Western	Parent #2
Community Member #1	Corma Sisk	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Jill Smith	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
District Representative	Gia Rodriguez	District Representative
District Representative	Elizabeth Kennedy	District Representative

Addendums

Campus **Farney**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	89%	91%	93%	95%	97%
Meets or Above	65%	68%	71%	74%	77%
Masters Grade Level	35%	38%	41%	44%	47%

2025-26	Target Check
91%	Met District Strategic Target
68%	Met District Strategic Target
41%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	55%	57%			
African Am.	52%	54%			
Hispanic	46%	48%			
Eco. Dis.	49%	51%			
EB	17%	19%			
SPED	22%	24%			
Highly Mobile	0%	2%			
High Focus	49%	51%			

2025-26	Target Check
68%	Met Reading Board Outcome Target
65%	Met Reading Board Outcome Target
66%	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target
20%	Met Reading Board Outcome Target
26%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
52%	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	46%	48%			
African Am.	41%	43%			
Hispanic	41%	43%			
Eco. Dis.	38%	40%			
EB	15%	17%			
SPED	9%	11%			
Highly Mobile	0%	2%			
High Focus	41%	43%			

2025-26	Target Check
68%	Met Math Board Outcome Target
65%	Met Math Board Outcome Target
57%	Met Math Board Outcome Target
44%	Met Math Board Outcome Target
30%	Met Math Board Outcome Target
13%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
45%	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	Farney	ES3	All	160	85%	147	92%	55%	108	68%	29%	61	38%
Reading	3	Farney	ES3	Hispanic	70	86%	64	91%	46%	46	66%	19%	21	30%
Reading	3	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Farney	ES3	Asian	12	100%	12	100%	73%	12	100%	64%	10	83%
Reading	3	Farney	ES3	African Am.	23	81%	20	87%	52%	15	65%	33%	10	43%
Reading	3	Farney	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Farney	ES3	White	47	81%	43	91%	65%	35	74%	33%	20	43%
Reading	3	Farney	ES3	Two or More	8	88%	8	100%	*	0	0%	*	0	0%
Reading	3	Farney	ES3	Eco. Dis.	84	85%	75	89%	49%	43	51%	21%	21	25%
Reading	3	Farney	ES3	EB	40	75%	30	75%	*	8	20%	*	0	0%
Reading	3	Farney	ES3	At-Risk	48	75%	38	79%	41%	20	42%	21%	12	25%
Reading	3	Farney	ES3	SPED	31	53%	17	55%	22%	8	26%	*	0	0%
Reading	3	Farney	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Farney	ES3	High Focus	106	83%	89	84%	49%	55	52%	24%	28	26%
Reading	4	Farney	ES3	All	143	95%	127	89%	77%	84	59%	49%	45	31%
Reading	4	Farney	ES3	Hispanic	63	94%	54	86%	73%	35	56%	45%	22	35%
Reading	4	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Farney	ES3	Asian	11	100%	11	100%	88%	8	73%	58%	3	27%
Reading	4	Farney	ES3	African Am.	20	86%	17	85%	66%	9	45%	38%	5	25%
Reading	4	Farney	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Farney	ES3	White	41	98%	38	93%	81%	27	66%	53%	15	37%
Reading	4	Farney	ES3	Two or More	8	100%	7	88%	100%	5	63%	*	0	0%
Reading	4	Farney	ES3	Eco. Dis.	71	93%	67	94%	70%	50	70%	38%	28	39%
Reading	4	Farney	ES3	EB	35	100%	35	100%	71%	26	74%	*	0	0%
Reading	4	Farney	ES3	At-Risk	45	90%	41	91%	56%	26	58%	22%	11	24%
Reading	4	Farney	ES3	SPED	35	81%	29	83%	41%	15	43%	*	0	0%
Reading	5	Farney	ES3	All	179	84%	172	96%	74%	137	77%	43%	87	49%
Reading	5	Farney	ES3	Hispanic	57	84%	55	96%	69%	39	68%	35%	22	39%
Reading	5	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Farney	ES3	Asian	23	94%	23	100%	83%	17	74%	61%	15	65%
Reading	5	Farney	ES3	African Am.	29	63%	26	90%	52%	20	69%	30%	11	38%
Reading	5	Farney	ES3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Farney	ES3	White	61	92%	59	97%	86%	55	90%	48%	32	52%
Reading	5	Farney	ES3	Two or More	8	89%	8	100%	78%	5	63%	56%	6	75%
Reading	5	Farney	ES3	Eco. Dis.	84	74%	68	81%	57%	49	58%	29%	25	30%
Reading	5	Farney	ES3	EB	37	65%	25	68%	53%	20	54%	*	0	0%
Reading	5	Farney	ES3	At-Risk	79	63%	51	65%	46%	37	47%	19%	16	20%
Reading	5	Farney	ES3	SPED	30	56%	17	57%	40%	12	40%	*	0	0%
Math	3	Farney	ES3	All	160	71%	145	91%	46%	108	68%	15%	68	43%
Math	3	Farney	ES3	Hispanic	70	64%	65	93%	41%	40	57%	*	21	30%
Math	3	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Farney	ES3	Asian	12	100%	12	100%	91%	11	92%	*	9	75%
Math	3	Farney	ES3	African Am.	23	55%	20	87%	41%	15	65%	*	12	52%
Math	3	Farney	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Farney	ES3	White	47	79%	42	89%	49%	38	81%	23%	24	51%
Math	3	Farney	ES3	Two or More	8	75%	6	75%	*	4	50%	*	2	25%
Math	3	Farney	ES3	Eco. Dis.	84	60%	52	62%	38%	37	44%	8%	12	14%
Math	3	Farney	ES3	EB	40	54%	23	58%	*	12	30%	*	4	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	Farney	ES3	At-Risk	48	60%	31	65%	40%	22	46%	*	10	21%
Math	3	Farney	ES3	SPED	31	38%	12	39%	*	4	13%	*	0	0%
Math	3	Farney	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Farney	ES3	High Focus	106	65%	72	68%	41%	48	45%	9%	20	19%
Math	4	Farney	ES3	All	143	89%	118	83%	75%	79	55%	52%	33	23%
Math	4	Farney	ES3	Hispanic	63	88%	51	81%	68%	30	48%	54%	9	14%
Math	4	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Farney	ES3	Asian	11	100%	11	100%	96%	10	91%	71%	10	91%
Math	4	Farney	ES3	African Am.	20	76%	15	75%	62%	10	50%	31%	3	15%
Math	4	Farney	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Farney	ES3	White	41	90%	35	85%	78%	24	59%	50%	9	22%
Math	4	Farney	ES3	Two or More	8	100%	6	75%	100%	5	63%	*	2	25%
Math	4	Farney	ES3	Eco. Dis.	71	84%	50	70%	69%	32	45%	41%	9	13%
Math	4	Farney	ES3	EB	35	95%	22	63%	86%	23	66%	62%	12	34%
Math	4	Farney	ES3	At-Risk	45	78%	28	62%	57%	23	51%	32%	9	20%
Math	4	Farney	ES3	SPED	35	74%	10	29%	41%	4	11%	*	0	0%
Math	5	Farney	ES3	All	179	88%	167	93%	68%	139	78%	43%	96	54%
Math	5	Farney	ES3	Hispanic	57	84%	53	93%	58%	43	75%	38%	31	54%
Math	5	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Farney	ES3	Asian	23	100%	23	100%	100%	19	83%	89%	17	74%
Math	5	Farney	ES3	African Am.	29	78%	25	86%	59%	20	69%	26%	10	34%
Math	5	Farney	ES3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Farney	ES3	White	61	94%	58	95%	70%	50	82%	42%	34	56%
Math	5	Farney	ES3	Two or More	8	88%	7	88%	75%	6	75%	*	4	50%
Math	5	Farney	ES3	Eco. Dis.	84	78%	75	89%	57%	61	73%	36%	38	45%
Math	5	Farney	ES3	EB	37	82%	35	95%	47%	25	68%	35%	24	65%
Math	5	Farney	ES3	At-Risk	79	73%	64	81%	38%	54	68%	25%	28	35%
Math	5	Farney	ES3	SPED	30	56%	24	80%	28%	14	47%	24%	4	13%
Science	5	Farney	ES3	All	179	88%	165	92%	56%	125	70%	33%	80	45%
Science	5	Farney	ES3	Hispanic	57	82%	50	88%	49%	35	61%	31%	31	54%
Science	5	Farney	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Farney	ES3	Asian	23	100%	23	100%	83%	23	100%	44%	15	65%
Science	5	Farney	ES3	African Am.	29	78%	24	83%	37%	17	59%	*	0	0%
Science	5	Farney	ES3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Farney	ES3	White	61	96%	60	98%	62%	44	72%	40%	30	49%
Science	5	Farney	ES3	Two or More	8	78%	7	88%	67%	5	63%	*	4	50%
Science	5	Farney	ES3	Eco. Dis.	84	81%	71	85%	41%	42	50%	20%	25	30%
Science	5	Farney	ES3	EB	37	82%	32	86%	41%	16	43%	*	14	38%
Science	5	Farney	ES3	At-Risk	79	72%	60	76%	33%	31	39%	14%	25	32%
Science	5	Farney	ES3	SPED	30	60%	18	60%	32%	12	40%	*	3	10%

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:
  o Use Chromebook devices to engage in face-to-face and digital collaboration
  o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  o 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.