Cypress-Fairbanks Independent School District

Byrd Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Owens is a campus in Houston, Texas. Owens opened its doors in 1983. Owens is projected to serve 776 students in grades Pre-K-5 during the 2023-2024 school year, which is a decrease from the previous year of 784.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Owen's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- TAPR Report Data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Assessment Data

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 12, 2023 and again on September 13, 2023. to develop and finalize the CNA. The meetings were held in the library at Owens at 7:45 am.

At the first meeting on May 12, 2023, Principal Amy Frank The meeting started with Amy Frank, our school principal, sharing how our Title 1 funds, are being used to pay for Math ESSER and Math and reading interventionist, 4 paraprofessionals' salaries, storyteller visits, book for Christmas, before and after school tutoring, paper, ink and we also for ½ the list of school supplies for students cutting the price for the parents to ½. current. We hired a primary interventionist to help with Kinder and 1st-grade students, there is a high percentage of SPED students because of COVID-19, and adding a Reading Interventionist will help them get on level. Amy Frank talked about this being our third year receiving ESSER funds. Nurse Angela Garcia, shared that this year she had a total of 4800 clinic visits including medications. This year

we provided vision exams and helped students get a certificate for free glasses. Math and Science Instructional Specialist, Kimberly Benigno shared our Math Checkpoint data, 2nd and 3rd grades are on top of their cluster. Online testing has been an additional challenge for students. Mrs. Benigno also talked about how Science testing has its challenges but teachers have become creative to help students show their strategies. Both of our Behavior Interventionists, Mrs. Treviño and Mrs. Ojo shared with the CPOC members our referral numbers and explained the different levels. May Madness was created as our end-of-year behavior incentive. We started Fun Friday to collect money and a total of 150 prizes were purchased, May Madness has positively improved behavior. Counselors talked about the STEAM program, 16 girls were invited to participate in the program and were awarded for best presentation. The program explains how math and science are used in the real world. Our science garden produced 340 lbs of vegetables this year. Jim Swanke our gardener is retiring at the end of this school year, Stephanie Baker has been hired for next year and will keep the science garden.

At the second meeting on September 13, the CPOCAgenda items • Welcome • Purpose of CPOC and introductions • STAAR Results • Current Enrollment • Focus this year: Support • Title 1 Budget • Attendance Awareness The meeting started with Dr. Amy Frank explaining the purpose of CPOC (Campus Performance Objectives Committee). It is a legal requirement that we meet 4 times a year, to talk about our plan, data, and money. Owens gets federal money, and we need to have a plan for spending money. Members of the CPOC Committee were introduced. Our Science and Math Instructional Specialist, Kimberly Benigno shared our STAAR Results. The state changed the STAAR test last year, we are compared to about 25 different schools across the state that look like us. We look at our district school data and based on their results, it helps us understand if we are on the right track. Our grades results went down due to this being the first year of students taking the test on a computer. Comparing our numbers from district data, we are above our cluster, and now that teachers understand tests and students understand the tools, we expect to be better this year. Our enrollment numbers are over-projection. We are projected to have 776 students, but we are at 793 and it is not evenly sprinkled. We are 50 students over in kindergarten, and the max is 22 per class, we have put in support where needed but we now need to find 2 kindergarten teachers. There is a teacher shortage, we want to keep our people here, and we are working hard to support our staff and students. Behavior Coach, Laura Treviño explained our PBIS rewards new platform for positive behavior in school. It is completely digital, students, staff, and parents can have immediate access to student's discipline data. It was a significant purchase, financially, but we think is a good positive reinforcement tool. Title 1 is a federally funded program designed to reinforce the basic and advanced skills of students who are struggling in school. Title 1 is part of the No Child Left Behind Act passed by Congress in 2002. A school is selected as a Title I school based on the number of families within its boundaries who are eligible for free or reduced-price meals. Our Title 1 budget is primarily used on salaries, we can have a grade-level paraprofessional, reading interventionist, garden program, PBIS reward, and purchase a lot of school supplies for students. Since COVID attendance has been down, and that equals millions of dollars for the district. Every single day of attendance means how much money the district gets to use, low attendance impacts a lot. We are pushing the attendance awareness publicity program from the district. We created a dashboard that shows our percentage per grade level to make students aware.

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 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically Reading: Our AA population is performing below the district and cluster levels. Through the root cause analysis process, we identified Reading: Lessons need to be engaging and teachers need to use motivational strategies.

Our second identified priority problem is in the area of student achievement, specifically Math: AA students' performances are lower than other student groups. Through the root cause analysis process, we identified Math: The math curriculum builds year to year and students have many different gaps in Math concepts, therefore it is hard for teachers to individualize instruction

Our third identified priority problem is in the area of staff attendance. Specifically, teachers' and paras' absence rate is higher than student attendance rate. Through the root cause analysis process, we identified Staff has overextended themselves due to the additional expectations and requirements in the classroom, feeling the need to take mental health days.

Student Achievement

Student Achievement Strengths

The at-risk, AA, and EB scores were consistently higher than the district and the cluster.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The Hispanic scores were lower in 3rd grade when compared to 4th and 5th grade.
Root Cause: Class sizes were larger, a teacher was added mid-year, and the interventionist only worked with the 2nd grade.

Problem Statement 2: The Hispanic population score was 7% lower when compared to the rest of cluster 2.
Root Cause: Students' needs were unknown at the beginning of the year. Individual strengths and needs were determined over time.

Problem Statement 3: The White group in 5th grade this year has a lower score than the other groups.
Root Cause: Students' needs were unknown at the beginning of the year. Individual strengths and needs were determined over time.

School Culture and Climate

School Culture and Climate Strengths

The school culture is positive, so students are eager to attend school.

We were recognized every grading period for having attendance over 95%.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Novice teachers need more support/training with classroom management techniques.
Root Cause: We have several teachers who are novice teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

90% of staff believe that appreciation is built into our culture.
96% of staff believe that they have the opportunity to share concerns with their supervisors.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are over 130 staff members. Our Admin team needs to ensure that we are building strong relationships and connections so that staff remain at Byrd.
Root Cause: We have hired all new people in the last 1.5 years. The school enrollment continued to grow all year and hiring continued.

Family and Community Engagement

Family and Community Engagement Strengths

We continually highlight students, families, and staff who do a great job. This included GT Showcase, Watch Dogs, and events.

These events were posted on Instagram, Facebook, and TikTok.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We have a large number of students, but not a large number of parents who volunteer regularly.
Root Cause: We were a new school last year, and the VIPS started later in the school year.

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: Tier 1 instruction will be strengthened in all subjects.	Formative			Summative
Strategy: Teachers will participate in weekly planning, complete data digs, and reflect on teaching practices/effectiveness.	Nov	Feb	May	June
Strategy's Expected Result/Impact: Teachers will know their students' needs, refine their lessons, and present effective lessons. **Staff Responsible for Monitoring:** APs, IS, Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Tier 1 instruction will be strengthened in all subjects.	Formative			Summative
Strategy: Students will participate in differentiated instruction in small groups.	Nov	Feb	May	June
Strategy's Expected Result/Impact: Student achievement will increase because of targeted instruction. **Staff Responsible for Monitoring:** IS, AP, P **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Student Engagement: We are adding Girls on the Run, Spanish After School, Book Club, and Student Council. **Strategy's Expected Result/Impact:** Students participating in activities outside of the classroom. **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: Improving Student Engagement: Ensure that all parents know about programs and events so that they can encourage participation of their students. **Strategy's Expected Result/Impact:** Parents talking with and encouraging their students to get involved in additional activities outside of the classroom. **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details		Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency		**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal		Some Progress			
◯ No Progress	◯ Accomplished	➔ Continue/Modify		✖ Discontinue	

District Goal 5: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details		Reviews			

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

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

No Progress　　Accomplished　　→ Continue/Modify　　✕ Discontinue

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

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

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Considerable			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

Strategy 1 Details			Reviews			

Strategy 1: Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded.
    Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Byrd.
    Staff Responsible for Monitoring: Principal and AP
			Formative			**Summative**

			Nov	Feb	May	June
			Considerable			
Strategy 2 Details			Reviews			

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal
			Formative			**Summative**

			Nov	Feb	May	June
			Considerable			
○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue						

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

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

Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	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. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Moderate Progress			
Strategy's Expected Result/Impact: Violent Incidents will be 0% **Staff Responsible for Monitoring:** Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team					

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. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. - PBIS Rewards - Morning check-ins - Class meetings - Behavior contracts		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Considerable			
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** AP and BI					

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	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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)	No 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 be at 96%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Campus Secretary Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue

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

Performance Objective 2: Ensure that Teachers 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.
-Vertical planning
- Just in time PD that occurs in planning.
-Campus and district PD.

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. **Staff Responsible for Monitoring:** ISs	 Considerable			

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We will highlight events that our volunteers are involved in (Watch DOGS & VIPS Events)	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The community will see the great things happening at Byrd and choose to volunteer at Byrd. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Continue to post weekly on Facebook, IG, and Tik Tok.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Families will see the fun events at Byrd and want to keep their students enrolled at Byrd. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: We will highlight staff, students, and families including Watch Dogs and posting on social media. Highlight student achievements such as GT showcase. Have VIPS speak at events and use social media to reach out to new/additional volunteers such as Meet the Teacher, Curriculum Night, and Facebook Live.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: More parental involvement and engagement which will be measure by attendance at VIPS meetings (online and in person), volunteer sign ups, and schoolwide events. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 4 Details	Reviews			

Strategy 4: Improving Parent and Community Engagement: We will focus on getting more dads to register as Watch Dogs (goal-1 dad on campus per week). We will highlight the kick-off where CFPD will be in attendance to train dads on helping to keep our campus safe (for example door sweeps).
 	
    Strategy's Expected Result/Impact: More dads volunteering and visible on campus and engaged in their students' learning environment.
    Staff Responsible for Monitoring: Principal
	Formative			Summative

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

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Amy Frank	Principal (there is only one principal)
Teacher #1	Sabrina Wright	Pre-K
Teacher #2	Mallory Dorman	Kindergarten
Teacher #3	Natalie Mungavin	First Grade
Teacher #4	Mary Catherine Kadlecek	Second Grade
Teacher #5	Brittany Martinez	Third Grade
Teacher #6	Edgar Munoz	Fourth Grade
Teacher #7	Krysta Wogen	Fifth Grade
Teacher #8	Audrey Shuck	Special Education
Other School Leader (Nonteaching Professional) #1	Shelby Sharrett	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Diana Barraza	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Randi Ojo	Behavior Specialist
Other School Leader (Nonteaching Professional) #4	Angela Rankin	Diagnostician
Administrator (LEA) #1	Ashley Jones	AP
Parent #1	Stephanie Sites	Parent #1
Parent #2	Danielle Fadare	Parent #2
Community Member #1	Jim Swank	Community Member #1
Community Member #2	David Martinez	Community Member #2
Business Representative #1	Erica Henley	Business Representative #1
Business Representative #2	Donnie Stolte	Business Representative #2

Addendums

Campus   Byrd

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	82%	84%	86%	88%	90%
Meets or Above	33%	36%	39%	42%	45%
Masters Grade Level	29%	32%	35%	38%	41%

2025-26	Target Check
95%	Met District Strategic Target
80%	Met District Strategic Target
56%	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	77%	79%			
African Am.	77%	79%			
Hispanic	62%	64%			
Eco. Dis.	74%	76%			
EB	72%	74%			
SPED	36%	38%			
Highly Mobile	0%	2%			
High Focus	75%	77%			

2025-26	Target Check
79%	Met Reading Board Outcome Target
80%	Met Reading Board Outcome Target
64%	Met Reading Board Outcome Target
77%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
39%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
77%	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	67%	69%			
African Am.	63%	65%			
Hispanic	47%	49%			
Eco. Dis.	57%	59%			
EB	67%	69%			
SPED	36%	38%			
Highly Mobile	0%	2%			
High Focus	64%	66%			

2025-26	Target Check
69%	Met Math Board Outcome Target
65%	Met Math Board Outcome Target
49%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
70%	Met Math Board Outcome Target
39%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
67%	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	Byrd	ES2	All	201	90%	186	93%	77%	159	79%	53%	113	56%
Reading	3	Byrd	ES2	Hispanic	45	80%	37	82%	62%	29	64%	40%	20	44%
Reading	3	Byrd	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Byrd	ES2	Asian	65	97%	64	98%	87%	58	89%	67%	46	71%
Reading	3	Byrd	ES2	African Am.	51	89%	46	90%	77%	41	80%	47%	26	51%
Reading	3	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Byrd	ES2	White	17	94%	17	100%	78%	14	82%	56%	10	59%
Reading	3	Byrd	ES2	Two or More	23	91%	22	96%	73%	17	74%	45%	11	48%
Reading	3	Byrd	ES2	Eco. Dis.	60	88%	54	90%	74%	46	77%	49%	31	52%
Reading	3	Byrd	ES2	EB	67	83%	57	85%	72%	50	75%	42%	30	45%
Reading	3	Byrd	ES2	At-Risk	73	89%	67	92%	70%	53	73%	44%	34	47%
Reading	3	Byrd	ES2	SPED	31	64%	21	68%	36%	12	39%	23%	8	26%
Reading	3	Byrd	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Byrd	ES2	High Focus	124	89%	113	91%	75%	95	77%	50%	66	53%
Reading	4	Byrd	ES2	All	199	98%	199	100%	83%	171	86%	53%	116	58%
Reading	4	Byrd	ES2	Hispanic	49	96%	49	100%	76%	38	78%	37%	19	39%
Reading	4	Byrd	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Byrd	ES2	Asian	65	100%	65	100%	94%	62	95%	74%	49	75%
Reading	4	Byrd	ES2	African Am.	51	98%	51	100%	76%	40	78%	44%	23	45%
Reading	4	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Byrd	ES2	White	20	94%	20	100%	82%	17	85%	53%	11	55%
Reading	4	Byrd	ES2	Two or More	13	*	13	*	*	13	*	*	13	*
Reading	4	Byrd	ES2	Eco. Dis.	77	94%	75	97%	70%	56	73%	38%	32	42%
Reading	4	Byrd	ES2	EB	72	98%	72	100%	75%	56	78%	40%	31	43%
Reading	4	Byrd	ES2	At-Risk	74	95%	73	99%	68%	53	72%	35%	28	38%
Reading	4	Byrd	ES2	SPED	27	83%	23	85%	44%	13	48%	*	5	19%
Reading	5	Byrd	ES2	All	187	95%	183	98%	85%	165	88%	67%	130	70%
Reading	5	Byrd	ES2	Hispanic	46	89%	42	91%	78%	38	83%	56%	27	59%
Reading	5	Byrd	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Byrd	ES2	Asian	62	98%	62	100%	90%	58	94%	73%	47	76%
Reading	5	Byrd	ES2	African Am.	53	95%	53	100%	83%	45	85%	66%	36	68%
Reading	5	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Byrd	ES2	White	21	100%	21	100%	89%	19	90%	72%	16	76%
Reading	5	Byrd	ES2	Two or More	5	91%	5	100%	91%	5	100%	73%	4	80%
Reading	5	Byrd	ES2	Eco. Dis.	55	90%	51	93%	73%	42	76%	53%	31	56%
Reading	5	Byrd	ES2	EB	63	89%	58	92%	61%	40	63%	39%	26	41%
Reading	5	Byrd	ES2	At-Risk	90	89%	83	92%	71%	67	74%	45%	43	48%
Reading	5	Byrd	ES2	SPED	24	63%	16	67%	31%	8	33%	*	4	17%
Math	3	Byrd	ES2	All	201	86%	178	89%	67%	139	69%	39%	80	40%
Math	3	Byrd	ES2	Hispanic	45	69%	32	71%	47%	22	49%	24%	12	27%
Math	3	Byrd	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Byrd	ES2	Asian	65	97%	65	100%	83%	56	86%	53%	36	55%
Math	3	Byrd	ES2	African Am.	51	89%	47	92%	63%	33	65%	37%	20	39%
Math	3	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Byrd	ES2	White	17	89%	16	94%	72%	13	76%	28%	6	35%
Math	3	Byrd	ES2	Two or More	23	73%	18	78%	64%	15	65%	*	6	26%
Math	3	Byrd	ES2	Eco. Dis.	60	82%	51	85%	57%	36	60%	28%	19	32%
Math	3	Byrd	ES2	EB	67	86%	60	90%	67%	47	70%	36%	26	39%

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	Byrd	ES2	At-Risk	73	88%	66	90%	69%	53	73%	37%	29	40%
Math	3	Byrd	ES2	SPED	31	45%	15	48%	36%	12	39%	*	5	16%
Math	3	Byrd	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Byrd	ES2	High Focus	124	84%	108	87%	64%	83	67%	37%	50	40%
Math	4	Byrd	ES2	All	199	91%	186	93%	76%	160	80%	51%	113	57%
Math	4	Byrd	ES2	Hispanic	49	85%	43	88%	67%	34	69%	43%	22	45%
Math	4	Byrd	ES2	Am. Indian	1	*	1	*	*	1	*	*	1	*
Math	4	Byrd	ES2	Asian	65	100%	65	100%	95%	63	97%	73%	48	74%
Math	4	Byrd	ES2	African Am.	51	83%	44	86%	63%	33	65%	35%	19	37%
Math	4	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Byrd	ES2	White	20	100%	20	100%	76%	16	80%	47%	10	50%
Math	4	Byrd	ES2	Two or More	13	*	13	*	*	13	*	*	13	*
Math	4	Byrd	ES2	Eco. Dis.	77	76%	61	79%	56%	45	58%	32%	27	35%
Math	4	Byrd	ES2	EB	72	93%	69	96%	75%	56	78%	43%	33	46%
Math	4	Byrd	ES2	At-Risk	74	83%	64	86%	61%	47	64%	36%	29	39%
Math	4	Byrd	ES2	SPED	27	67%	19	70%	28%	8	30%	*	4	15%
Math	5	Byrd	ES2	All	187	93%	177	95%	75%	146	78%	49%	100	53%
Math	5	Byrd	ES2	Hispanic	46	83%	39	85%	61%	29	63%	36%	17	37%
Math	5	Byrd	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Byrd	ES2	Asian	62	96%	61	98%	94%	59	95%	79%	50	81%
Math	5	Byrd	ES2	African Am.	53	93%	51	96%	69%	37	70%	40%	22	42%
Math	5	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Byrd	ES2	White	21	100%	21	100%	78%	17	81%	33%	8	38%
Math	5	Byrd	ES2	Two or More	5	100%	5	100%	73%	4	80%	45%	3	60%
Math	5	Byrd	ES2	Eco. Dis.	55	87%	50	91%	58%	34	62%	29%	18	33%
Math	5	Byrd	ES2	EB	63	78%	51	81%	67%	44	70%	39%	26	41%
Math	5	Byrd	ES2	At-Risk	90	87%	81	90%	53%	50	56%	26%	26	29%
Math	5	Byrd	ES2	SPED	24	50%	13	54%	44%	11	46%	*	5	21%
Science	5	Byrd	ES2	All	187	94%	178	95%	78%	150	80%	55%	109	58%
Science	5	Byrd	ES2	Hispanic	46	86%	41	89%	61%	29	63%	36%	18	39%
Science	5	Byrd	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Byrd	ES2	Asian	62	94%	60	97%	88%	56	90%	73%	46	74%
Science	5	Byrd	ES2	African Am.	53	95%	51	96%	74%	40	75%	43%	25	47%
Science	5	Byrd	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Byrd	ES2	White	21	100%	21	100%	94%	20	95%	72%	16	76%
Science	5	Byrd	ES2	Two or More	5	100%	5	100%	82%	5	100%	73%	4	80%
Science	5	Byrd	ES2	Eco. Dis.	55	89%	51	93%	60%	35	64%	32%	19	35%
Science	5	Byrd	ES2	EB	63	94%	61	97%	56%	37	59%	33%	23	37%
Science	5	Byrd	ES2	At-Risk	90	90%	84	93%	60%	57	63%	32%	32	36%
Science	5	Byrd	ES2	SPED	24	56%	14	58%	38%	10	42%	*	5	21%

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.