

Cypress-Fairbanks Independent School District

Bane Elementary School

2025-2026

Accountability Rating: B

Distinction Designation
Academic Achievement in Science



Mission Statement

At Bane, we are committed to providing purposeful, high quality instruction to ensure our students achieve social and academic success.

Vision

100% of the students at Bane will be successful.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

(Campus name) is a campus in (city, state). (Campus Name) is projected to serve (number) students in grades (grades at the campus) during the 2025-26 school year, which is a (increase or decrease) from the previous year of (total enrolled in 2024-25).

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

(Campus Name)'s needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on (date of last CPOC in May 2025), and again on (date of September 2025 CPOC). The meetings were held in the (location). We plan to meet again on (November 2025, February 2026, and May 2026 CPOC dates) to review and revise the CNA as needed.

At the first meeting on (date of last CPOC in May 2025):

(Copy from the meeting minutes what happened during the meeting. These should be in the 2024-25 Title I crate under May CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

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

(Bulleted list of data reviewed by CPOC at the May 2025 meeting)

At the second meeting on (September 2025 CPOC meeting date), the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under

September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

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 achievement** is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our second identified priority problem in the area of **student achievement** is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our third identified priority problem is in the area of (select attendance, graduation rate, attendance, CCMR, behavior management etc.) is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Demographics

Demographics Summary

Bane Elementary is a campus serving 820 students with the following demographics:

Hispanic- 77%

African American:17%

Multi-Race-3%

White-2%

Emergent Bilingual-44%

Special Education 18%

Economically Disadvantaged-94%

Mobility- 22.5%

Student Achievement

Student Achievement Summary

For the year 24-25 bane was able to move from a "F" rating to a "B" in TEA state accountability system.

Student Achievement Strengths

In 24-25, Bane made growth in all areas. Our ELAR scores were at double digits in 3rd and 5th. 4th grade remained the same at 68%, yet most of the students made growth from the previous year. In 5th grade science we improved 23%, making the most growth of any campus in the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our student performance in AMIRA and MAP and MClass in K-5 did not meet growth goals.

Root Cause: Instructional Focus Root Cause #1: Student burnout, teachers not trained on how to utilize the reports to drive instruction, students not being held accountable for completing the program

Problem Statement 2: Instructional Focus Problem #2: Our student performance in Math is below state, district, and cluster averages.

Root Cause: Instructional Focus Root Cause #2: The implementation of the lesson planning, (disconnect), lack of preparation, and modeling during planning.

Problem Statement 3: Instructional Focus Problem #3: Our student performance in Science is below state, district, and cluster averages.

Root Cause: Instructional Focus Root Cause #3: More hands on lessons are needed for our students. having the teacher demo, does not help our student retain what is being taught. Vocabulary is not included in the lessons plans, it is just a discussion.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Paraprofessional, Content interventionist and Testing Coordinator

School Culture and Climate

School Culture and Climate Summary

The following is reported as areas of needed growth according to the Employee Perception Survey:

Opportunities for me to think for myself-54%

The work I am asked to do directly related to my job responsibilities- 75%

Opportunities are available to provide input-59%

School Culture and Climate Strengths

The following is reported as positives according to the Employee Perception Survey:

Staff appreciation is built into the school culture- 85%

Information related to my job is accessible- 84%

Various forms of feedback are given: 83%

Opportunities are given to discuss my concerns- 83%

Collaboration is encouraged-83%

Quality work is expected of me- 91%

Quality of work is expected from the students-83%

Decisions are data driven 84%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff seem to lack the ability to add input regarding school wide decisions.

Root Cause: Lack of clear communication by campus administration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our location makes it difficult to find staff willing to drive from the Cypress area. When looking for candidates, I will look for zip codes close to Bane. Since location is an issue, I currently have 9 long term subs, who are working on completing their activities for their alternative teaching program. Special education is an area in which finding applicants is difficult.

The teachers years of experience is as follows in The TAPR 23-24

0-5= 40%

6-10= 18%

11+= 42%

Staff Quality, Recruitment, and Retention Strengths

It has been a difficult year hiring staff, yet the staff I have found have been doing a wonderful job. I hired a few staff off the transfer list and they are helping to transform Bane. I think hiring for Bane is going to become easier as our accountability ratings continue to improve. We will become the premier destination for staff wanting to come to Bane.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It is very difficult to staff Bane.

Root Cause: 1. Our location is a problem when looking to staff. 2. Our low accountability rating in past years was keeping staff from wanting to apply for positions at Bane.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In 24-25 we began to look at data and use it to drive our instructions, We then in turn began to focus on how to best improve what was happening at Bane. There were deep conversations regarding individual students and what they were needing to be successful. The key word everyone began to use was "purpose". Everything we were expecting of teachers was being done with a purpose to help kids.

Curriculum, Instruction, and Assessment Strengths

This past year we were able to look at data and make changes to the year 25-26 to make sure we are all on the same page with expectations in the classroom. We have modeling happening at planning, we create essential questions and a closing for each lesson. We are more aligned with our classroom set up, which in turns helps to set the tone of the class.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Bane was consistently scoring below district and cluster averages.

Root Cause: 1. Teachers were doing their own version of teaching lessons. 2. Lack of modeling what the lesson and outcome should look like at the end. 3. Lack of holding students and/or teachers accountable.

Family and Community Engagement

Family and Community Engagement Summary

As we reviewed the parent survey, it appears parents want more hands on workshops from Bane. They are requesting the following: Parent workshops, Lunch and Learns, and requesting a parent involvement liaison. One of the comments was why no Kinder graduation. I always respond with I want our kids to graduate high school and look forward to the graduation. Moving on from Kinder to first grade is a passage on, not a graduation.

Family and Community Engagement Strengths

This past year we provided a couple of opportunities for parents to come up to for the following: Father/Daughter dance, Sneaker Ball, mom and son dance, Multicultural night, book fair, open house.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are not actively involved with school.

Root Cause: 1. Language barrier 2. Bane does not provide enough parent opportunities 3. Parent mindset about schools 4. Lack of advertisement on social media

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We are going to spend time looking at our Meets and Masters students. We are missing them and need to focus on them in a different way.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: To conduct purposeful content planning at all grade levels. Strategy: We will conduct data digs on all content using the STAAR accountability system, with a focus on 90, 60, and 30. Strategy's Expected Result/Impact: All students will improve by 20-30% on assessments Staff Responsible for Monitoring: Principal Assistant principals Instructional Specialists Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: To improve students' reading level Strategy: Teachers are going to provide guided small group reading lessons each week. Strategy's Expected Result/Impact: Students will be reading at grade level and beyond Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Focus on building students' academic vocabulary and increasing science proficiency in Science Strategy: Science: Utilize collaborative planning opportunities to increase teacher capacity and to plan for hands-on learning experiences that will allow students to think critically. Teachers will focus on building students' academic vocabulary and increasing science proficiency. Instructional teams will design instructional plans that include highly rigorous and relevant learning opportunities with a focus on hands-on learning and vocabulary development. Strategy's Expected Result/Impact: Students will improve on all science assessments. by 20-30% Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 No Progress	 Moderate Progress	 Accomplished

Strategy 6 Details		Formative 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. Strategy's Expected Result/Impact: -Salaries 1 testing coordinator, 1 Para, 2 content interventionists: Provide supplemental academic support -Substitute Pay: Pay for substitutes when teachers are absent or at a professional development -Instructional Supply: Supplement instructional supplies to assist with learning -Extra Duty Pay: Pay teachers for extra duty work such as tutoring or professional development -Parent Involvement- After school presentations for parents, Mother/Son Dance, Father/Daughter Dance with presentation about attendance and STAAR. Emergent Bilingual night. Sharing information regarding the importance of Attendance, TELPAS, tutoring and STAAR. Staff Responsible for Monitoring: Principal		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Accomplished
Strategy 7 Details		Formative Reviews		
Strategy 7: Improving Student Engagement: Teachers will include guided reading lessons on the actual reading levels of students. Strategy's Expected Result/Impact: The impact will be that more students will be leaving their current grade level reading on level. Improving the reading scores will improve grades in all contents. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 8 Details		Formative Reviews		
Strategy 8: Improving Student Engagement: This upcoming year we will be focusing on good first instruction, through purposeful planning and follow through. Strategy's Expected Result/Impact: By creating a strong foundation with first instruction, Bane will have students entering the next grade level working on grade level. Lesson plans will be geared to close the gaps of student who are lacking the skills necessary to be successful. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Accomplished
 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

Next Year's Recommendation: We remained stagnant with our MAP and MClass performance. We are going to look how we are testing each students. Could it be the testing environment?

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

District Goal 5: 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 5.1: 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
- Next Year's Recommendation: We will look at the student's testing environment and make sure it is set up for success.

Strategy 1 Details	Formative 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		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to schedule all drills on the campus calendar.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Campus Crisis Intervention and Safety Committee will meet once a month to review drills conducted to evaluate effectiveness and make adjustments for improvement. The committee will also address general concerns and recommendations to enhance the safety of our campus. Strategy's Expected Result/Impact: On-going safety analysis and support will enhance the overall safety of our campus. Staff Responsible for Monitoring: Campus Crisis Intervention and Safety Committee, EOP Representative and Committee Chair, and Principal	Formative		
	Nov	Feb	May
			
	Considerable	Considerable	Accomplished
Strategy 2 Details	Formative 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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP representative and Principal	Formative		
	Nov	Feb	May
			
	Considerable	Considerable	Accomplished
 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: No progress made toward meeting Objective

Next Year's Recommendation: Come up with a new plan for getting students to school.

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

Strategy 1 Details	Formative 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 at teaching rules, procedures, and expectations that create a positive school climate. We will provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations. Staff will continue to participate in restorative discipline professional learning opportunities provided by CFISD student services. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS committee will continue to monitor student discipline reports and provide guidance to the classroom teachers. A campus-wide behavior continuum will be used by all teachers and staff. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative 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		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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)	Formative		
	Nov	Feb	May
	 No Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 30%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: We are going to come up with a new plan on how to support staff coming to work each day.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate 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.

High Priority

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to monitor the staff, who ended the year with a support goal in instruction or classroom management.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Rigor and Relevance Framework by the Center for Model Schools, Virtual Coaching by Sibme, Quantum Learning, and Restorative Discipline, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department. Strategy's Expected Result/Impact: Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance. Staff Responsible for Monitoring: Instructional Leadership Team (IS, APs, Principal)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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 10%.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Bane still struggles to get parents to school for meetings. Next year we are having STEM nights ad having parents join us. I will be taking advantage and discuss the importance of having students in school.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will create site for Bane on Twitter and Facebook. Strategy's Expected Result/Impact: Creating the pages will assist us in sharing the great things that are happening here at Bane with parents and the community. We hope to get 80% of parents to join. Staff Responsible for Monitoring: Principal Assistant Principals Campus secretary	Formative		
	Nov	Feb	May
	 Accomplished	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will send out QR sign ups for our social media sites. Strategy's Expected Result/Impact: The outcome would be to increase student engagement, promote school events and achievements, build a positive school culture online and encourage collaboration between school and home. Staff Responsible for Monitoring: Principal Assistant Principals Campus Secretary	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Offer more opportunities for parents to volunteer on campus. Strategy's Expected Result/Impact: Parents will trust the staff at Bane and we will have more parents willing to volunteer their time. Staff Responsible for Monitoring: Principal VIPS rep CPOC parent reps	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Keep open lines of communication by making sure there is always a translator when needed. Strategy's Expected Result/Impact: Parents will trust the staff at Bane and we will have more parents willing to volunteer their time. Staff Responsible for Monitoring: Principal VIPS rep CPOC parent reps	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Yvette Garcia	Principal (there is only one principal)
Teacher #1	Kathryn Wyckoff	Life Skills Teacher
Teacher #2	Judith Vega	Pre-K
Teacher #3	Samantha Yzaguirre	Kindergarten
Teacher #4	Staci Hatcher	1st grade
Teacher #5	Tonquesha Wilborn	2nd grade
Teacher #6	Janice Breeze	3rd grade
Teacher #7	Brianna Nobles	4th grade
Teacher #8	Stefani Bolt	5th grade
Other School Leader (Nonteaching Professional) #1	Jennifer Thompson	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Naheed Mujtaba	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Shelita Balderas	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Pamula Handsborough	Behavior Specialist
Paraprofessional #1	Crystal Briones	Paraprofessional
Paraprofessional #2	Itza Paramo	Paraprofessional
Administrator (LEA) #1	Lee Carrier	District Art Director
Administrator (LEA) #2	Cynthia Scalarone	District Math Coach
Parent #1	Cynthia Chavez	Parent #1
Parent #2	Lillian Quintanilla	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Andy Correa	Business Owner
Business Representative #2	Business Representative #2	Business Representative #2
No Charter Schools in LEA	No Charter Schools in LEA No Charter Schools in LEA	No Charter Schools in LEA
No Tribal Associations in LEA	No Tribal Associations in LEA No Tribal Associations in LEA	No Tribal Associations in LEA

Addendums

Campus

Bane

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	33%	36%	39%	42%	45%
Masters Grade Level	13%	16%	19%	22%	25%

2025-26	Target Check
90%	Met District Strategic Target
60%	Met District Strategic Target
30%	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	43%	45%			
African Am.	46%	48%			
Two or More	50%	52%			
Eco. Dis.	43%	45%			
EB	21%	23%			
SPED	11%	13%			
Highly Mobile	50%	52%			
High Focus	42%	44%			

2025-26	Target Check
60%	Met Reading Board Outcome Target
63%	Met Reading Board Outcome Target
50%	Did not meet Reading Target
60%	Met Reading Board Outcome Target
102%	Met Reading Board Outcome Target
44%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	32%	34%			
African Am.	28%	30%			
Two or More	50%	52%			
Eco. Dis.	31%	33%			
EB	10%	12%			
SPED	8%	10%			
Highly Mobile	0%	2%			
High Focus	31%	33%			

2025-26	Target Check
60%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
57%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
60%	Met Math Board Outcome Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	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	Bane	ES9	All	111	70%	100	90%	43%	67	60%	14%	33	30%
Reading	3	Bane	ES9	Hispanic	89	71%	80	90%	43%	53	60%	16%	27	30%
Reading	3	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	African Am.	19	73%	17	89%	46%	12	63%	*	6	32%
Reading	3	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	White	1	*	1	100%	*	1	100%	*	0	0%
Reading	3	Bane	ES9	Two or More	2	*	2	100%	*	1	50%	*	0	0%
Reading	3	Bane	ES9	Eco. Dis.	91	70%	82	90%	43%	55	60%	13%	27	30%
Reading	3	Bane	ES9	EB	56	46%	50	89%	21%	57	102%	*	17	30%
Reading	3	Bane	ES9	At-Risk	63	61%	57	90%	34%	58	92%	9%	19	30%
Reading	3	Bane	ES9	SPED	16	30%	14	88%	*	7	44%	*	5	31%
Reading	3	Bane	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	High Focus	101	69%	91	90%	42%	61	60%	13%	30	30%
Reading	4	Bane	ES9	All	145	67%	131	90%	43%	87	60%	11%	44	30%
Reading	4	Bane	ES9	Hispanic	110	67%	99	90%	45%	66	60%	10%	33	30%
Reading	4	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	4	Bane	ES9	African Am.	25	65%	23	92%	35%	15	60%	*	8	32%
Reading	4	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Bane	ES9	White	5	*	5	100%	*	3	60%	*	2	40%
Reading	4	Bane	ES9	Two or More	5	*	4	80%	*	3	60%	*	1	20%
Reading	4	Bane	ES9	Eco. Dis.	123	66%	111	90%	45%	74	60%	11%	37	30%
Reading	4	Bane	ES9	EB	87	58%	78	90%	34%	52	60%	8%	26	30%
Reading	4	Bane	ES9	At-Risk	93	63%	84	90%	38%	56	60%	6%	28	30%
Reading	4	Bane	ES9	SPED	33	26%	30	91%	*	20	61%	*	10	30%
Reading	5	Bane	ES9	All	148	72%	133	90%	50%	89	60%	20%	44	30%
Reading	5	Bane	ES9	Hispanic	118	77%	106	90%	56%	71	60%	22%	35	30%
Reading	5	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	5	Bane	ES9	African Am.	23	41%	21	91%	*	14	61%	*	7	30%
Reading	5	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Bane	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Reading	5	Bane	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	5	Bane	ES9	Eco. Dis.	114	73%	103	90%	51%	68	60%	20%	34	30%
Reading	5	Bane	ES9	EB	83	72%	75	90%	45%	50	60%	10%	25	30%
Reading	5	Bane	ES9	At-Risk	119	68%	107	90%	46%	71	60%	17%	36	30%
Reading	5	Bane	ES9	SPED	41	30%	37	90%	*	25	61%	*	10	24%
Math	3	Bane	ES9	All	111	63%	100	90%	32%	67	60%	7%	33	30%
Math	3	Bane	ES9	Hispanic	89	63%	80	90%	31%	53	60%	9%	27	30%
Math	3	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	African Am.	19	64%	17	89%	28%	11	58%	*	6	32%
Math	3	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	White	1	*	1	100%	*	1	100%	*	0	0%
Math	3	Bane	ES9	Two or More	2	*	2	100%	*	2	100%	*	0	0%
Math	3	Bane	ES9	Eco. Dis.	91	63%	82	90%	31%	55	60%	6%	27	30%
Math	3	Bane	ES9	EB	56	50%	50	89%	10%	32	57%	*	17	30%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	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	Bane	ES9	At-Risk	63	59%	57	90%	25%	38	60%	6%	19	30%
Math	3	Bane	ES9	SPED	16	27%	14	88%	*	10	63%	*	5	31%
Math	3	Bane	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	High Focus	101	62%	91	90%	31%	61	60%	6%	30	30%
Math	4	Bane	ES9	All	145	48%	131	90%	26%	87	60%	11%	44	30%
Math	4	Bane	ES9	Hispanic	110	50%	99	90%	25%	66	60%	9%	33	30%
Math	4	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	4	Bane	ES9	African Am.	25	35%	23	92%	*	15	60%	*	9	36%
Math	4	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Bane	ES9	White	5	*	5	100%	*	3	60%	*	2	40%
Math	4	Bane	ES9	Two or More	5	*	4	80%	*	3	60%	*	2	40%
Math	4	Bane	ES9	Eco. Dis.	123	47%	111	90%	23%	74	60%	11%	37	30%
Math	4	Bane	ES9	EB	87	45%	78	90%	17%	52	60%	*	26	30%
Math	4	Bane	ES9	At-Risk	93	45%	84	90%	20%	56	60%	7%	28	30%
Math	4	Bane	ES9	SPED	33	*	28	85%	*	14	42%	*	5	15%
Math	5	Bane	ES9	All	148	56%	133	90%	34%	89	60%	14%	44	30%
Math	5	Bane	ES9	Hispanic	118	62%	106	90%	36%	71	60%	15%	35	30%
Math	5	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	5	Bane	ES9	African Am.	23	*	21	91%	*	14	61%	*	7	30%
Math	5	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Bane	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Bane	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	5	Bane	ES9	Eco. Dis.	114	58%	103	90%	34%	68	60%	13%	34	30%
Math	5	Bane	ES9	EB	83	52%	75	90%	23%	50	60%	*	34	41%
Math	5	Bane	ES9	At-Risk	119	52%	107	90%	29%	71	60%	10%	36	30%
Math	5	Bane	ES9	SPED	41	19%	37	90%	*	25	61%	*	12	29%
Science	5	Bane	ES9	All	148	60%	133	90%	28%	89	60%	13%	44	30%
Science	5	Bane	ES9	Hispanic	118	63%	106	90%	32%	71	60%	15%	35	30%
Science	5	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Science	5	Bane	ES9	African Am.	23	29%	21	91%	*	14	61%	*	7	30%
Science	5	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Bane	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Science	5	Bane	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Science	5	Bane	ES9	Eco. Dis.	114	61%	103	90%	28%	68	60%	13%	34	30%
Science	5	Bane	ES9	EB	83	53%	75	90%	20%	50	60%	*	25	30%
Science	5	Bane	ES9	At-Risk	119	58%	107	90%	23%	71	60%	8%	36	30%
Science	5	Bane	ES9	SPED	41	27%	37	90%	*	25	61%	*	13	32%

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.