

Cypress-Fairbanks Independent School District

Bang Elementary School

2025-2026



Mission Statement

In partnership with families and the community, Bang Elementary is committed to teaching the whole child in order to promote a positive school culture and growth mindset within a safe leaning environment.

Vision

Where everybody is treated with respect and supported academically, socially, and emotionally.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Bang Elementary is a campus in Houston, Texas. Bang Elementary is projected to serve 926 students in grades PreK – 5th during the 2026-27 school year, which is a decrease from the previous year projected enrollment of 976. Total enrollment as of May 18, 2026, is 925.

Bang Elementary needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2023-24 school year:

- STAAR & STAAR Emergent Bilingual
- Texas English Language Proficiency Assessment
- Behavior Data
- Attendance
- Employee Perception Survey
- EOY Benchmarks
- District Goals
- Campus Goals
- Campus/District Improvement Plan
- Planning and decision-making meetings
- Student Achievement
- State and Federal required assessment information
- Race and ethnicity data
- Special Program Data
- Economically disadvantaged/non-economically disadvantaged performance and participation data

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 25, 2024, and again on September 25, 2024. The meetings were held in the library at Bang Elementary. We plan to meet again on (November 22, 2024, February 28, and May 23, 2025) to review and revise the CNA as needed.

At the first meeting on May 13, 2025, principal Susan L. Bolado led the committee through the campus needs assessment process which included reviewing all our EOY data (EPS, EOY, Discipline) and needs assessment. Teachers from each grade level and content area gathered to analyze data from the list above. Teachers were instructed to focus on "just the facts" and not the why or what we are going to do about it. Staff charted the positives. Staff then charted the concerns or areas below expectations.

The team of teachers were asked to identify the problem based on facts. The problem statement was written to accurately reflect the data and what Bang will be working on to address this school year.

*Teachers identified data of concern or below expectations.

*Committee selected data points for the root cause analysis which is the data point we are most concerned about.

*Questions asked:

*Do we all agree this area is a problem?

*Is the problem based on real data?

*If yes, committee then would write the problem statement that would be written in our CIP as an area of focus for the school year.

Teachers were led through a Root Cause Analysis Activity. They defined 10 contributing factors that may have led to that being a problem on the campus. Once the 10 contributing factors were written, they were asked to repeat the process with 5 more contributing factors, and 5 more, for a total of 20.

The committee then were asked to look at the list and mark out all items that were not in their control as an adult on the campus. They all needed to agree that the item can or cannot be controlled at the campus level.

The committee reviewed and took another look at our problem statements. Then keeping our problem statements in mind, look at the items that were left on the contributing factors list. Committee then identified which one factor they felt was contributing the "MOST" to the problem statement and circled it.

The committee worked to determine the root cause based on that factor. The first step was to take the agreed upon contributing factor and turn that into a question. They then answered that question. The answer was turned into question 2. The process was repeated five times. The answer became the root cause, which is what will be addressed in the strategy section of the CIP.

At the second meeting on September 17, 2025, the CPOC committee discussed the purpose of the CPOC Committee and introduced our district and community representatives. The committee reviewed the problem statements and root cause of each problem statement through the CNA process in May.

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 2026-27 school year:

Our first identified priority problem is:

Math: Students may show a deficit in number sense, applications, and vocabulary.

Through the root cause analysis process, we identified:

Math: Mathematics foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

Our second identified priority problem is:

RLA: To fill in the gaps, we need to provide consistent and quality instruction through small/strategy groups and for all students.

Through the root cause analysis process, we identified:

RLA: Staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students along with specific lessons for small groups.

Our third identified priority problem is:

Science: Students may display an absence of science vocabulary and hands-on experiences as required in the science TEKS.

Through the root cause analysis process, we identified:

Science: Science foundation is lacking and staff will need to plan for multiple opportunities through strong vocabulary instruction, modeling, and the implementation of hands-on experiences to strengthen their foundation.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Bang Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The principal emailed the 2025-26 CPOC committee on May 6, 2026, to solicit input on the data to be reviewed during the needs assessment.

The Campus Leadership Team (Campus Performance Objectives Council [CPOC]) met on May 13, 2026 at 7:15 am in Bang Elementary's Art Classroom.

At this meeting on May 13, 2026:

Provide a very detailed summary of what occurred at the meeting. See Documentation Training Video 2 sent via email by Heather Bergman on April 21, 2026.

The following data were evaluated from the 2025-26 school year:

May CPOC Meeting Minutes

Campus: Bang

Date: May 13, 2026

Time: 7:15 a.m.

Location: Bang Art Room

Minutes

Welcome

STAAR Results are not in. We can update as we get them. July 28 is the expected date to get results. Later than expected. Criteria has not been set yet. Raising scores is a goal. We get kids from other districts, other states, many kids come with gaps. We have a big mobility rate.

Small groups are used to close the gap. Kinder will not have Bear Time next year. We will continue in the other grades.

Higher level questioning has increased. ISs are helping with the questions to help teachers remember to ask the questions. Planning makes it a priority.

1st grade uses the essential question they create to guide instruction.

Data is used to form small groups. Title 1 has paid for power planning and tutoring. Teachers can tutor morning or afternoon.

PE accomplished health and fitness lessons. At the end of each class, health questions and lessons are presented. No time is wasted when transitioning.

Interventionist - Gracia is returning! ELAR bilingual interventionist.

Karen Brown primary reading, Zabadal is math, Neesley is ELAR. Continuing with these on Title 1 temporary workers.

Competitions with other schools, ST Math

Girls on the Run coach of the year - Kanke

Both baseball teams are in the playoffs!!

We are teaching life skills that increase classroom and academic success. We are not just helping kids grow academically, but social and emotional as well. 100 kids tried out for baseball. The baseball banners are a huge hit with students.

Math and MClass assessments are trying to increase 1%. PK has introduced Heggerty and Kinder teachers will be proud of how well they are doing with it.

Teachers are conferring more with students. Monitoring notebooks has been a focus. Math teachers have had more flexibility with the forms they are using. It was very hard last year when the district limited what the math teachers used.

RTI scores are showing growth. Incremental growth is important.

Ten minutes of math fluency a day. Flows perfect with the lessons.

Math problem solving process is a focus.

Math manipulatives are available for all classes. When new things are presented as effective we use title 1 money to purchase. Send Arechiga a list if there is something new needed.

Safe schools is overseen by AP Chatagneir. Drills timings are set by the state. We have a timeline to get them in.

Walkies are used during recess for safety. One broke, very expensive to replace. We used title money to buy new ones a few years ago. Replace when needed.

Door defenders - a team of people who check the doors every single morning. Outside and inside the building. All doors were replaced after renovation. Humidity keeps some doors from latching. When we call, the district comes right away to fix these issues.

Attendance is on a six week schedule. 4 of the 6 we have met our goal. Missed it on 2 of the cycles. Families are planning vacations during the cheaper seasons. We are encouraging being at school. Missing a week of school is hard to make up.

Retention meetings last week, several students with 17+ absences were placed in the next grade level due to the number of absences. Families are put on attendance contracts when the students miss too many days of school. We have some students with over 50 absences. We use incentives like morning announcement shout outs.

PBIS rewards system for teachers and students. Open to ideas. Covering duty is a teacher's favorite.

Sunshine committee- fun fridays. Activity throughout the year to keep morale up for teachers. Lunches, fun activities and treats.

Teachers will attend, capturing kids' hearts and Brian Mender staff development is being paid for by title 1. Great staff development for staff. DLC is a great technology training hosted by the district over the summer. Online so makes it easy to attend from anywhere.

Social media increased our facebook presence. Posting more to advertise how many great things are happening at Bang.

We post on X but get more traffic on facebook.

The Spring Festival was great. Staff voted to do it again next year. It was a community event, but amazed how much money it made. Our goal was to cover the cost.

Idea - post pictures of the auction items for more people to see.

Idea - have an online auction. We tried it but they charge us to use the sites that are effective.

CPOC records for the year given to each in attendance and reviewed. (Attached a copy)

The library makes money from book fair and that money is used to buy books.

Camp Read Alot for 1st grade was a new title 1 tutoring opportunity.

Tardies are down, but we have had many traffic days with the West Road construction causing such issues that we did not count tardies.

The community members shared that they have had 5 days without water. No indication of when the construction will be finished.

Questions/Concerns:

None

Meeting adjourned at 7:50

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 (CPOC) for the school to focus on during the 2026-27 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 **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 (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).

Beginning of 2026-27 Campus Improvement Plan

Listed below is one strategy for each of the identified priority problems.

Strategy 1: Students will participate in small group instruction and higher-level questioning strategies during closing the gap time each day using real-time data from progress monitoring binders and assessment data.

Strategy 2: Students will participate in small-group interventions that focus on building academic understanding/schema and higher-level questioning strategies.

Strategy 3: Students will have the opportunity to attend after school tutoring focused on targeted current curriculum needs or accelerated after school tutoring to increase the number of students achieving at meets and masters grade levels.

Strategy 4: At-Risk: 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.

Student Achievement

Student Achievement Summary

Bang Elementary's student achievement STAAR performance component scores is a 51. The scale score is a 78 which is a C.

Student Achievement Strengths

Students academic growth was a 77 component score (scale score of 87/B).

Closing the Gaps scores was a 75 component score (scale score of 90/A).

60% of our students scored meets or higher in reading STAAR.

46% of our students scored meets or higher in math STAAR.

3rd grade Reading target goals were met and many sub groups exceeded our target goals.

5th grade Reading and Math target goals were met and many sub groups exceeded our target goals.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Relative Performance: African American students scored 26% lower than the average of all other student groups.

Root Cause: 1. Bang is not utilizing differentiated small groups in every subject and every grade level on a regular basis. 2. Higher level questioning strategies are not being used in every subject across all grade levels on a regular basis.

Problem Statement 2: Relative Performance: Economically disadvantaged students scored 10% lower than the average of all other student groups.

Root Cause: 1. Bang is not utilizing differentiated small groups in every subject and every grade level on a regular basis. 2. Higher level questioning strategies are not being used in every subject across all grade levels on a regular basis.

Problem Statement 3: Attendance: Students display a lack of understanding of the importance of attending school. Through the root cause analysis process, we identified that attendance has increased by 1.24% but Bang is still below the 95% percent average for the school year.

Root Cause: Attendance: The importance of attending school is lacking, and staff will need to stress importance to students through announcements, attendance incentives, and morning meetings.

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: Title1 is funding 3 classroom size reduction teachers, 1 testing coordinator, and 1 DMC paraprofessional coordinator.

School Culture and Climate

School Culture and Climate Strengths

Bang Elementary student attendance went up this past school year by 1.24%. Each morning, announcements highlight the top two grade levels with the best attendance from the previous day, fostering a sense of celebration among students who eagerly anticipate daily recognition.

"Take It To Me Tuesday" is dedicated to honoring students' academic and classroom successes. Teachers nominate students for recognition and send them to the library for celebration by administrators. Furthermore, teachers provide positive office referrals to acknowledge students who excel in their classroom efforts. Administrators take the time to celebrate these students and make positive phone calls to their parents. Overall, **PBIS incentives** play a significant role in boosting morale at Bang by encouraging students to make commendable choices every day.

During the previous school year, Bang Elementary recorded a **61.6% increase in overall office referrals**. The majority of these referrals were attributed to Tier III behaviors, requiring intensive interventions, and were concentrated among five students. To address these concerns, Student Support Plans were developed, and placement meetings were convened to provide targeted support.

Faculty and staff demonstrated a strong commitment to addressing student needs across all tiers:

- **Tier I:** Minimal or no intervention required
- **Tier II:** Moderate interventions and supports required
- **Tier III:** Intensive interventions required

Furthermore, **restorative conferences** were emphasized as a primary strategy for fostering positive behaviors and implementing effective interventions.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Bang Elementary's restorative practices have improved, however still need work.

Root Cause: Without utilizing solid PBIS strategies, teachers are not equipped to work with changing student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Bang Elementary has many strengths.

Some of the strengths that our staff has expressed:

1. Staff feels they have information available to help them to do their job effectively.
2. Staff has opportunities available to them to provide input.
3. Procedures have been implemented at Bang to keep staff safe at work.
4. Decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Student attendance exceeds staff attendance.

Root Cause: Teacher/Paraprofessional Attendance: Staff attendance procedures should be communicated to teachers throughout the year along with incentives for good attendance. Staff shortage due to unexpected events such as illnesses or personal emergencies, which can affect the availability of teachers and support staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Bang participates in purposeful planning with instructional specialist twice a week.

Plans are made for each class with differentiation build into the lesson plans along with higher order thinking quesitons prepared ahead of time.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are beginning the 2025-26 school year with learning gaps.

Root Cause: The lack of consistent small group instruction and inconsistent follow through with prepared and planned instruction creates gaps in student learning when.

Family and Community Engagement

Family and Community Engagement Strengths

Family and community engagement has increased tremendously at Bang Elementary.

Parents actively participate and volunteer at many of Bang special events such as: Open House/Curriculum Night, Field Day, Winter Wonderland, Family Reading and Writing Night, Family Math and Science Night, PEAMS "Fitness Night", Thanksgiving Feast, Reindeer Games, Donuts with Dear Ones, Evening Programs, Staff Appreciation Days, Habitat Showcase, Art Showcase, and Veterans Day Program.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Not all parents are involved in student activities and student safety.

Root Cause: Parent and Community Engagement: We need to strengthen our communication with all parents regarding opportunities for involvement along with getting them to read all communication sent out from school.

School Organization

School Organization Strengths

Bang offers many after school and before school organizations such as:

Volleyball clinics

Soccer Team

Baseball team on two levels

Art CLub

Choir

Girls on the Run

Girls and Pearls

Dungeon and Dragons Club

Technology

Technology Strengths

Students are actively using technology on a daily basis.

Bang offers a Technology Night where students get to show off their technology talents with others.

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, STAAR Math, and STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to work towards 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Bang plans to strengthen first-time instruction in reading, math, and science through structured small group lessons and interventions. Title I Required Identified Priority Problem 1 - Strategy: Students will participate in small group instruction and higher level questioning strategies during closing the gap time each day using real-time data from progress monitoring binders and assessment data. Strategy's Expected Result/Impact: An increase in student understanding of curriculum content. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Bang plans to strengthen first time instruction in reading, math, and science through structured small group lessons and interventions. Title I Required Identified Priority Problem 2 - Strategy: Students will participate in small-group interventions that focus on building academic understandings/schema and higher level questioning strategies. Strategy's Expected Result/Impact: An increase in student understanding curriculum content. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Bang plans to strengthen first time instruction in reading, math, and science through structured small group lessons and interventions. Title I Required All Students - Strategy: Students will have the opportunity to attend after school tutoring focused on targeted current curriculum needs or accelerated after school tutoring to increase the number of students achieving at meets and masters grade levels. Strategy's Expected Result/Impact: An increase in student understanding curriculum content. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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. * We will participate in raising money for Kids Heart Challenge to benefit the American Heart Association. * We will provide lessons aligned with the National Awareness Calendar; such as Mental Health, Heart Month, Nutrition, and Stress Awareness. * We will continue to teach students ways to take care of their bodies physically, emotionally, and instill a lifetime of healthy habits- such as sleep, hydration, balanced diet, and self care. * We will participate in Field Day, Strike It Out Bowling, First Tee Golf, Volleyball Club, PEAMS Night, CFISD's Superintendent Fun Run, and the CFISD Health Expo. * We will provide lessons through QuaverEd, including Sportsmanship, Mental Health, and Physical Health. * We will provide lessons on social skills, such as winning and losing appropriately, disagreeing appropriately, conflict resolution, and accepting differences. * We will participate in routine Fitnessgram practice and testing for push ups, curl ups, pacer test, shoulder stretch, and flexibility. * We will introduce fitness concepts, such as resting heart rate, respiratory endurance, muscle memory, body mechanics, and muscular strength. We will teach students how to take care of their bodies physically, emotionally and by healthy eating habits. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal and PE Teacher	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Title I Required - 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: Students will have the opportunity to be involved in Bear Time and Library lessons to extend their learning. Students can join extracurricular activities such as Music Club, Art Club, Volleyball Club, Girls and Pearls, Reading Club, Baseball Club, Soccer Club, PALS, Bang Self Managers, Girls on the Run, and Ambassadors. All students will participate in Digital Citizenship Week, Red Ribbon Week, Kindness Week, and College Week. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Behavior Specialist, PE Teacher, Instructional Specialist, and Teachers Club Sponsors.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 6 Details		Formative Reviews		
Strategy 6: Title I Required - At-Risk: 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: With Title1 support, Bang wil implement the following measures: 1. Salaries - 1 Testing Coordinator, 2 class size reduction teachers in 3rd grade, and 1 behavior mangement paraprofessional. This will assist with meeting our students' goals in all content areas. 2. Professional Development - The leadership team, teaching staff, and paraprofessionals will attend professional development both locally, and on campus from Capturing Kids Hearts along with other courses. 3. Substitute pay - When the class size reduction teacher is absent, Title1 funds will cover the cost of the substitute. Title1 will also cover the cost of substitutes for Long Range STAAR planning for grade levels 3 - 5 in the Spring. 4. Extended Day Pay - Staff members will be paid for training, and planning outside of the regular school day that supports instructional and behavioral goals as specified in the CIP. 5. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after or before school that supports our instructional goals as specified in the CIP. 6. Parent Involvement will remain at 85% or higher throughout the school year with events like Meet the Teacher, Curriculum Night, Reading/Writing Night, Math/Science Night, Donuts with Dear Ones, Field Day, Reindeer Games, PreK Art Show, First Grade Habitat Museum, Spelling Bee, PEAMS Fitness Night, Grade level programs, and choir performances. Bang will communicate through various methods (Facebook, X, newsletters, ReMind, Monthly Calendars, and Canva flyers) information regarding these events and other opportunities to support our goal of maintaining 85% on parent involvement. 7. Supplies - Classroom supplies for teachers and students will be purchased to support an increase in academic performaanace on instructional goals as specified in the CIP. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Considerable
Strategy 7 Details		Formative Reviews		
Strategy 7: Improving Student Engagement: Bang will have AMIRA and ST MATH competetions during the school days. Strategy's Expected Result/Impact: Friendly grade level and class competitions will enhance student engagement. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.		Formative		
		Nov	Feb	May
		 Considerable	 Considerable	 Considerable
Strategy 8 Details		Formative Reviews		
Strategy 8: Improving Student Engagement: Bang offers mutliple clubs for students to join and be a part of. Some of the clubs offered are Baseball team, Soccer team, Rodeo Art Club, Choir, Volleball club, Girls on the Run, and more. Strategy's Expected Result/Impact: Clubs offered school enhance student engaement during the school day. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.		Formative		
		Nov	Feb	May
		 Some Progress	 Considerable	 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

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to work towards 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Considerable	 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: Met Objective

Next Year's Recommendation: We will continue to work towards the percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

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, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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.
Implement all Lead Safely protocols

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to : Record of safety drills and other required safety actions. Implement all Lead Safely protocols

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: 100% of Bang staff and students will implement and follow all Lead Safely guidelines and protocols. Monthly training's for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity. Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time. Staff Responsible for Monitoring: Admin, Teachers, all staff	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative 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, Assistant Principals, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies. Strategy's Expected Result/Impact: Increased communication and faster response times. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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.

High Priority

Evaluation Data Sources: Student attendance records

Next Year's Recommendation: Continue to take attendance data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Members of the Bang staff and administration will serve on a attendance committee to support the overall attendance goal of 95%. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Administration has implemented attendance contracts with students that have missed more than 10% of the previous school year. Strategy's Expected Result/Impact: Attendance rates of students will increase. Staff Responsible for Monitoring: APs	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Student attendance incentives will be implemented monthly and annually. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: APs, teachers	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.

High Priority

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Maintain and continue to monitor discipline reports and prepare weekly lessons for staff to share with students.

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 to teach rules, procedures, and expectations that create a positive school climate. Bang will continue to have 0% violent incidents because we utilize our behavior interventionists, a PBIS Rewards system, Code of Conduct Safety SAM meetings, and provide counseling support to students via guidance lessons, social skills lessons, individual and group counseling sessions, behavior resets, PALS program, HUGS buddy program, Self Managers, and Girls in Pearls program. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, APs, BIs, Counselors	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. Students will participate in various small group counseling/lunch bunch groups for support and behavior skills. Provide training for teachers on working with difficult students. Select staff participated in Capturing Kids' Hearts. Teachers will cover the "Social Skill of the Week" during Morning Meetings. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

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
	 Moderate Progress	 Moderate Progress	 Considerable
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
	 Considerable	 Considerable	 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 increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue to work on by the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a campus incentive to all staff who have perfect attendance each month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistance Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Our staff will honor colleagues through affirmations and the use of our PBIS Teacher reward system. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principals. Assistance Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Our staff will participate in monthly "Fun First Friday" team building games before school. Small prizes will be awarded. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: VIPs, Ezee Fiber, and CyFair Credit Union will provide monthly staff appreciation treats, small gifts, and lunches throughout the year. Strategy's Expected Result/Impact: Teachers/paraprofessionals attendance will increase 5% Staff Responsible for Monitoring: Principals and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development on the campus and district level: 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

CF-TESS Data

WeClimb Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Admin will continue to encourage and share staff development opportunities in district and outside of district.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will attend professional development on CF-Tess Goals, and classroom management as needed. Strategy's Expected Result/Impact: By the end of the current school year, 100% of new teachers will complete assigned professional development as needed. Staff Responsible for Monitoring: Principal, APs, ISs	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: High-Quality Professional Development: Campus leaders will engage and reflex on Insight to Develop the Leader Within You and Influence Those Around You by John Maxwell to improve on leadership skills. Strategy's Expected Result/Impact: Meet or exceed targeted goals in our CIP Staff Responsible for Monitoring: Admin	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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 remain at 85%.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to utilize social media outlets to promote Bang Elementary events, happenings, and achievements.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Bang Elementary technology committee will create a hashtag to promote interest. All media posts will be tagged to Bang accounts on Facebook and X. Strategy's Expected Result/Impact: Media posts will increase community awareness. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Bang Elementary will generate at least two posts per week on Facebook and/or X. Strategy's Expected Result/Impact: Media posts will increase community awareness. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Each grade level will send out weekly newsletters to parents that include the curriculum that is being taught along with special events coming up. Strategy's Expected Result/Impact: Newsletters will increase community awareness. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Bang Elementary will hold special events that invite our community into the school during both the Fall and Spring semester. Strategy's Expected Result/Impact: Special events will increase the community involvement. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal (there is only one principal)	Susan Bolado	Principal
Teacher #1	Claudia Jorgensen	PreK Teacher
Teacher #2	Monica Ramirez	K Teacher
Teacher #3	Meryl Kelly	1st grade Teacher
Teacher #4	Heather Scism	2nd grade Teacher
Teacher #5	Marla Molina	3rd grade Teacher
Teacher #6	Ali "Cathy" Weathers	4th grade Teacher
Teacher #7	Shauanna Schlageter	5th grade Teacher
Teacher #8	Lindsey Golemon	PE Teacher
Teacher #9	Mariela Lopez	SPED Teacher
Teacher #10	Teresa Hime	Dyslexia Teacher
Other School Leader (Nonteaching Professional) #1	Michelle Chatagnier	Administrator, AP
Other School Leader (Nonteaching Professional) #2	Kayla Mouton	Administrator , AP
Other School Leader (Nonteaching Professional) #3	Patricia Arechiga	Testing Coordinator
Other School Leader (Nonteaching Professional) #4	Susan Moschella	2-5 Math/Science IS
Other School Leader (Nonteaching Professional) #5	Brandi Mendoza	2 - 5 ELAR IS
Other School Leader (Nonteaching Professional) #6	Sheron Williams	Counselor
Other School Leader (Nonteaching Professional) #7	Stephanie Schauer-Spitzer	Nurse
Paraprofessional #1	Tami Crum	Admin Asst. III
Paraprofessional #2	Kyle Senneff	Resource Paraprofessional
Paraprofessional #3	Brittney Forker	SPED Admin. Asst. II
Paraprofessional #4	Kelli Greene-Byrd	Resource Paraprofessional
Administrator (LEA) #1	Hollie Sailors	Elementary Life Skills Coordinator
Administrator (LEA) #2	Sarah Jackson	Elementary Life Skills Coach
Parent #1	Allison Bowen	Parent #1
Parent #2	Myra Pena	Parent #2
Community Member #1	JaLeen Rogers	Community Member #1

Committee Role	Name	Position
Community Member #2	Linda Tagen	Community Member #2
Business Representative #1	Jon-Willie Faggett	Cy-Fair Federal Credit Union
Business Representative #2	Alexander Soler	Equitable Advisors LLC
No Charter Schools in LEA	No Charter Schools in LEA N/A	No Charter Schools in LEA
No Tribal Association in LEA	No Tribal Association in LEA N/A	No Tribal Association in LEA

Addendums

Campus

Bang

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	76%	78%	80%	82%	84%
Meets or Above	46%	49%	52%	55%	58%
Masters Grade Level	20%	23%	26%	29%	32%

2025-26	Target Check
80%	Met District Strategic Target
50%	Met District Strategic Target
25%	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	57%	59%			
African Am.	44%	46%			
Hispanic	54%	56%			
Eco. Dis.	53%	55%			
EB	51%	53%			
SPED	42%	44%			
Highly Mobile	0%	2%			
High Focus	54%	56%			

2025-26	Target Check
59%	Met Reading Board Outcome Target
46%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
56%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
46%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
56%	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	41%	43%			
African Am.	27%	29%			
Hispanic	38%	40%			
Eco. Dis.	38%	40%			
EB	45%	47%			
SPED	19%	21%			
Highly Mobile	0%	2%			
High Focus	37%	39%			

2025-26	Target Check
44%	Met Math Board Outcome Target
32%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
47%	Met Math Board Outcome Target
23%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
40%	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
					2026	%	#	%	%	#	%	%	#	%
Reading	3	Bang	ES6	All	140	85%	122	87%	57%	83	59%	21%	34	24%
Reading	3	Bang	ES6	Hispanic	76	83%	64	84%	54%	44	58%	17%	16	21%
Reading	3	Bang	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Bang	ES6	Asian	4	75%	4	100%	75%	4	100%	*	2	50%
Reading	3	Bang	ES6	African Am.	41	83%	35	85%	44%	19	46%	12%	7	17%
Reading	3	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Bang	ES6	White	16	96%	16	100%	77%	13	81%	42%	7	44%
Reading	3	Bang	ES6	Two or More	3	100%	3	100%	71%	3	100%	*	2	67%
Reading	3	Bang	ES6	Eco. Dis.	108	84%	92	85%	53%	60	56%	18%	22	20%
Reading	3	Bang	ES6	EB	38	81%	32	84%	51%	21	55%	13%	6	16%
Reading	3	Bang	ES6	At-Risk	54	76%	42	78%	44%	26	48%	10%	7	13%
Reading	3	Bang	ES6	SPED	35	58%	21	60%	42%	16	46%	*	0	0%
Reading	3	Bang	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Bang	ES6	High Focus	119	83%	102	86%	54%	67	56%	17%	24	20%
Reading	4	Bang	ES6	All	161	80%	134	83%	54%	91	57%	24%	42	26%
Reading	4	Bang	ES6	Hispanic	83	80%	70	84%	53%	46	55%	21%	19	23%
Reading	4	Bang	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Bang	ES6	Asian	8	100%	8	100%	100%	8	100%	100%	8	100%
Reading	4	Bang	ES6	African Am.	40	61%	27	68%	32%	14	35%	*	2	5%
Reading	4	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Bang	ES6	White	23	94%	22	96%	75%	18	78%	44%	11	48%
Reading	4	Bang	ES6	Two or More	7	100%	7	100%	67%	5	71%	*	2	29%
Reading	4	Bang	ES6	Eco. Dis.	117	77%	96	82%	49%	60	51%	18%	23	20%
Reading	4	Bang	ES6	EB	54	76%	43	80%	49%	28	52%	19%	12	22%
Reading	4	Bang	ES6	At-Risk	60	72%	45	75%	39%	25	42%	15%	10	17%
Reading	4	Bang	ES6	SPED	36	48%	18	50%	*	2	6%	*	0	0%
Reading	5	Bang	ES6	All	133	83%	115	86%	62%	86	65%	35%	49	37%
Reading	5	Bang	ES6	Hispanic	76	88%	69	91%	58%	48	63%	33%	28	37%
Reading	5	Bang	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Bang	ES6	Asian	5	*	4	80%	*	2	40%	*	1	20%
Reading	5	Bang	ES6	African Am.	28	74%	23	82%	58%	18	64%	32%	10	36%
Reading	5	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Bang	ES6	White	15	86%	14	93%	86%	14	93%	50%	8	53%
Reading	5	Bang	ES6	Two or More	8	*	4	50%	*	3	38%	*	1	13%
Reading	5	Bang	ES6	Eco. Dis.	110	80%	91	83%	56%	64	58%	29%	34	31%
Reading	5	Bang	ES6	EB	46	79%	38	83%	45%	22	48%	13%	7	15%
Reading	5	Bang	ES6	At-Risk	88	74%	68	77%	43%	40	45%	19%	21	24%
Reading	5	Bang	ES6	SPED	31	50%	16	52%	*	2	6%	*	0	0%
Math	3	Bang	ES6	All	140	75%	108	77%	41%	62	44%	15%	37	26%
Math	3	Bang	ES6	Hispanic	76	77%	61	80%	38%	32	42%	12%	11	14%
Math	3	Bang	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Bang	ES6	Asian	4	100%	4	100%	*	4	100%	*	4	100%
Math	3	Bang	ES6	African Am.	41	56%	25	61%	27%	13	32%	*	13	32%
Math	3	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Bang	ES6	White	16	88%	15	94%	58%	10	63%	31%	6	38%
Math	3	Bang	ES6	Two or More	3	86%	3	100%	86%	3	100%	*	3	100%
Math	3	Bang	ES6	Eco. Dis.	108	73%	81	75%	38%	44	41%	13%	17	16%
Math	3	Bang	ES6	EB	38	83%	33	87%	45%	18	47%	*	3	8%

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
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	3	Bang	ES6	At-Risk	54	70%	39	72%	31%	19	35%	5%	4	7%
Math	3	Bang	ES6	SPED	35	61%	22	63%	19%	8	23%	*	1	3%
Math	3	Bang	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Bang	ES6	High Focus	119	73%	91	76%	37%	48	40%	11%	15	13%
Math	4	Bang	ES6	All	161	68%	114	71%	40%	67	42%	17%	32	20%
Math	4	Bang	ES6	Hispanic	83	67%	57	69%	44%	40	48%	20%	19	23%
Math	4	Bang	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Bang	ES6	Asian	8	100%	8	100%	*	2	25%	*	1	13%
Math	4	Bang	ES6	African Am.	40	52%	22	55%	*	5	13%	*	1	3%
Math	4	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Bang	ES6	White	23	88%	21	91%	56%	15	65%	38%	10	43%
Math	4	Bang	ES6	Two or More	7	78%	6	86%	56%	5	71%	*	1	14%
Math	4	Bang	ES6	Eco. Dis.	117	65%	78	67%	35%	43	37%	16%	21	18%
Math	4	Bang	ES6	EB	54	70%	39	72%	41%	24	44%	24%	14	26%
Math	4	Bang	ES6	At-Risk	60	58%	36	60%	27%	18	30%	10%	7	12%
Math	4	Bang	ES6	SPED	36	24%	10	28%	*	2	6%	*	1	3%
Math	5	Bang	ES6	All	133	81%	110	83%	50%	69	52%	20%	29	22%
Math	5	Bang	ES6	Hispanic	76	83%	65	86%	48%	39	51%	16%	16	21%
Math	5	Bang	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Bang	ES6	Asian	5	*	4	80%	*	3	60%	*	2	40%
Math	5	Bang	ES6	African Am.	28	74%	22	79%	35%	11	39%	*	4	14%
Math	5	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Bang	ES6	White	15	86%	14	93%	71%	12	80%	*	4	27%
Math	5	Bang	ES6	Two or More	8	*	4	50%	*	3	38%	*	2	25%
Math	5	Bang	ES6	Eco. Dis.	110	78%	88	80%	41%	47	43%	15%	19	17%
Math	5	Bang	ES6	EB	46	76%	36	78%	47%	23	50%	13%	7	15%
Math	5	Bang	ES6	At-Risk	88	71%	64	73%	33%	31	35%	13%	13	15%
Math	5	Bang	ES6	SPED	31	50%	16	52%	*	2	6%	*	1	3%
Science	5	Bang	ES6	All	133	68%	93	70%	32%	45	34%	17%	25	19%
Science	5	Bang	ES6	Hispanic	76	66%	52	68%	30%	24	32%	11%	12	16%
Science	5	Bang	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Bang	ES6	Asian	5	*	4	80%	*	2	40%	*	1	20%
Science	5	Bang	ES6	African Am.	28	61%	18	64%	19%	7	25%	*	3	11%
Science	5	Bang	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Bang	ES6	White	15	86%	14	93%	57%	9	60%	43%	7	47%
Science	5	Bang	ES6	Two or More	8	*	4	50%	*	2	25%	*	1	13%
Science	5	Bang	ES6	Eco. Dis.	110	60%	69	63%	26%	31	28%	10%	13	12%
Science	5	Bang	ES6	EB	46	50%	25	54%	24%	13	28%	13%	7	15%
Science	5	Bang	ES6	At-Risk	88	54%	49	56%	25%	25	28%	12%	12	14%
Science	5	Bang	ES6	SPED	31	40%	14	45%	*	2	6%	*	1	3%

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools
 - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - 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.