

Cypress-Fairbanks Independent School District
Black Elementary School
2025-2026

Mission Statement

The staff at Black Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. Our mission is to collaborate with staff, students, families and community members to provide a safe, nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. The Black Elementary student will be: an effective communicator; a competent problem solver; a self-directed learner; a responsible citizen, and a quality producer.

Vision

Educating the whole child: mind, body and spirit.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

The staff at Black Elementary School include 63.5 teachers, 35 paraprofessionals, 9 administrators, 12 supporting staff, 5 custodians, 7 cafeteria staff and 2 teacher residents.

The student population as of October 2025 is: 40% Hispanic, .01% American Indian, 10% Asian, 13% African American, .01% Pacific Islander, 31% White, and 6% Multi-Racial. Additionally, the campus serves 10% Bilingual, 12% English as Second Language, 16% Special Education, and 44% economically disadvantaged students.

2024-2025 attendance rate: 95%

Source:

Personnel (campus data)

Demographics (eSchool)

Attendance (Cognos AMS)

Student Achievement

Student Achievement Strengths

- Moved from a C to an A rating!
- A in Achievement and in Closing the Gap

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: We are needing to develop our ECR's more to improve our scores in all subpops as they are lower than district scores.

Root Cause: Instructional Focus Root Cause #1: Teachers need to work on differentiating writing more for our students within all contents in the classroom instruction and small group settings.

Problem Statement 2: Instructional Focus Problem #2: We also have a large special education population and this year the STAAR scores were below our targets in both 4th and 5th grade reading.

Root Cause: Instructional Focus Root Cause #2: Our special education education curriculum does not align directly with the STAAR standards as we are teaching to their IEP stated abilities and goals. Teachers need to work collaboratively to align IEP and STAAR strategies.

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Strengths

Our student behaviors were improved as less students were involved in less referral behaviors than the previous school year.

Our attendance total for the year met the 95% goal for the district.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our student attendance by nine weeks were consistently right under the 95% goal.

Root Cause: Students were absent due to illness and vacations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

We have a staff count of 130 that include teachers, paraprofessionals, custodians and our cafeteria team.

Our staff represent many different levels of education and experience.

We identify the needs of our students and provide staff development opportunities for our teachers.

Teachers have a collaborative goal, planning time and work together to use data to support student growth.

New teachers receive a mentor to support them monthly with various topics.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is lower than years past.

Root Cause: Teacher/Paraprofessional Attendance: Staff have been more cautious of illness spreading since covid and have taken more time off when they are ill.

Family and Community Engagement

Family and Community Engagement Strengths

Our campus has welcomed parents more and more since covid. We have held more events that involve parent volunteers and guest visitors including game nights, field days, and run clubs.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We are not reaching all of our community with wide spread communication.

Root Cause: Only a few teachers were posting on social media due to security worries.

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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Teachers will strengthen Tier 1 instruction across all content areas through intentionally designed structured conversations and purposeful direct/explicit instruction delivered in both whole-group and small-group settings. Strategy: Teachers will utilize individual and class data, with consistent opportunities for analysis, to precisely identify student needs and monitor progress toward growth goals through the use of instructional monitoring notebooks. Strategy's Expected Result/Impact: Students will show growth on all End of Year testing. Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 2 Details		Formative Reviews		
Strategy 2: Instructional Focus: Teachers will strengthen Tier 1 instruction across all content areas through intentionally designed structured conversations and purposeful direct/explicit instruction delivered in both whole-group and small-group settings. Strategy: Teachers will collaborate weekly with Instructional Specialists to intentionally design lessons that incorporate structured academic conversations, emphasizing higher-level thinking and the development of academic vocabulary. Strategy's Expected Result/Impact: Students will show at least a years growth on EOY testing - MAP, mClass, STAAR. Staff Responsible for Monitoring: Principals, Assistant Principal, Teachers. TEA Priorities: Build a foundation of reading and math		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Considerable
Strategy 3 Details		Formative Reviews		
Strategy 3: Instructional Focus: Teachers will strengthen Tier 1 instruction across all content areas through intentionally designed structured conversations and purposeful direct/explicit instruction delivered in both whole-group and small-group settings. Strategy: WeClimb data will be leveraged to monitor and ensure that purposeful student discourse is consistently embedded within daily academic instruction. Strategy's Expected Result/Impact: Students ECR scores will improve from the beginning of the year to the end of the year due to increased vocabulary knowledge from discourse. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	May
		 Some Progress	 Moderate Progress	 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. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal		Formative		
		Nov	Feb	May
		 Some Progress	 Moderate Progress	 Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Improving Student Engagement: We will work to better promote our Planet Earth Crew, Name that Book, Run groups, student council and future percussion team more than previous years. Strategy's Expected Result/Impact: More students will be involved on our campus. Staff Responsible for Monitoring: Teachers, Principal and Assistant Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: We will invite parents to team with us to support our afterschool campus activities which will allow more students to participate. Strategy's Expected Result/Impact: We will have more involvement of students in our school beyond the classroom. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Grades 1-3: 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 Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Grades 1-3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: Grades 1-3: 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 Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 10 Details	Formative Reviews		
Strategy 10: Grades 4-5: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 11 Details	Formative Reviews		
Strategy 11: Grades 4-5: 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 Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 No Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% 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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this goal.

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, Instructional Specialists, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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 Principal, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

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 Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
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 Principal, Instructional Specialists	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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue this goal.

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 Principal, Instructional Specialists	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 Principal, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 Principal, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Principal, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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 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: Exceeded Objective

Next Year's Recommendation: Continue to implement all district safety policies and procedures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff will be trained in the district's safety policies. Executing the district safety policies will create a safe environment for our students to grow and learn. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 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: Administrators	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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: Exceeded Objective

Next Year's Recommendation: Continue the goal to remain 95% or higher

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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
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
	 Some Progress	 Moderate Progress	 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 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: Exceeded Objective

Next Year's Recommendation: Continue the goal.

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. Our campus will continue to use and teach PBIS, BOTB district character education, Red Ribbon Week for drug awareness, and Sanford Harmony prevention training to promote positive behaviors over violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Administrators, Counselors, teachers, staff	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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. Staff will use teachable moments and give students tools to make appropriate choices in regard to their behavior. (conflict resolution, BOTB, PBIS, Sanford Harmony, restorative practice continuum) Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Administrators, Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

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
	 Some Progress	 Moderate Progress	 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
	 Some Progress	 Moderate Progress	 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 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored each 9 weeks. Staff with a 99% or higher attendance rate will be recognized in the staff bulletin. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, Campus Secretary	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: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will continue to set our goal for 100%.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models. Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students' learning. Strategy's Expected Result/Impact: Meet or exceeds targets in attached CIP tables Staff Responsible for Monitoring: Administrators, IS's	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will increase the use of social media to showcase academics occurring in the classroom and throughout the school. Strategy's Expected Result/Impact: We will increase our presence on social media and reach more of our community. Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Every teacher will have a social media handle to assist in increase the social media presence. Strategy's Expected Result/Impact: Parents and the community will see more students and staff sharing about events and academics from our campus. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will better promote our current engagement opportunities to allow parents to feel directly invited rather than mass emails. Strategy's Expected Result/Impact: We will increase the % participation of our parents actually coming to our events. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will ensure our engagement opportunities involve a variety of times (morning, mid-day and evening) to allow working parents flexible options to be involved in their child's learning. Strategy's Expected Result/Impact: More parents will be able to join us with flexible times. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Other	Erika Adamec	Teacher
Teacher #1	Lisa Blankenship	Teacher #1
Teacher #7	Brennan Bowles	Teacher #7
Business Representative #1	David Chalu	Business Representative #1
Teacher #2	Gale Cook	Teacher #2
Other School Leaders (Nonteaching Professional) #5	Michelle Fernandez	Testing Coordinator
Other School Leader (Nonteaching Professional) #1	Melissa Garlin	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Laurie Kissamis	Instructional Specialist
Teacher #4	Ashley Lee	Teacher #4
Teacher #8	Julie Long	Teacher #8
Other	Andrea Mason	Teacher
Administrator (LEA) #1	Chesse' McDaris	Assistant Principal
Teacher #5	Tyla Monypenny	Teacher #5
Principal	Kyla Mote	Principal
District C&I Rep	Karin Olsen	District C&I Rep
Parent #1	Melissa Poole	Parent #1
Teacher #3	Jennifer Pulido	Teacher #3
Other School Leader (Nonteaching Professional) #2	Karen Rhymes	Counselor
Parent #2	Jamie Roberts	Parent #2
Other	Elizabeth Rodriguez	Campus Secretary
Other School Leader (Nonteaching Professional) #3	Kali Sosa	Instructional Specialist
Teacher #6	Ashley Steinocher	Teacher #6
Business Representative #2	Business Representative 2	Business Representative #2
Community Member #2	Community Member 2	Community Member #2

Addendums

Campus

Black

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	82%	84%	86%	88%	90%
Meets or Above	55%	58%	61%	64%	67%
Masters Grade Level	28%	31%	34%	37%	40%

2025-26	Target Check
86%	Met District Strategic Target
64%	Met District Strategic Target
36%	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	71%	73%			
African Am.	59%	61%			
Hispanic	61%	63%			
Eco. Dis.	55%	57%			
EB	28%	30%			
SPED	50%	52%			
Highly Mobile	0%	2%			
High Focus	60%	62%			

2025-26	Target Check
76%	Met Reading Board Outcome Target
63%	Met Reading Board Outcome Target
69%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
63%	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	63%	65%			
African Am.	53%	55%			
Hispanic	47%	49%			
Eco. Dis.	44%	46%			
EB	24%	26%			
SPED	42%	44%			
Highly Mobile	0%	2%			
High Focus	50%	52%			

2025-26	Target Check
67%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target
52%	Met Math Board Outcome Target
46%	Met Math Board Outcome Target
28%	Met Math Board Outcome Target
48%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
54%	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	Black	ES2	All	143	91%	133	93%	71%	109	76%	45%	75	52%
Reading	3	Black	ES2	Hispanic	58	89%	53	91%	61%	40	69%	31%	25	43%
Reading	3	Black	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Black	ES2	Asian	15	100%	15	100%	100%	15	100%	93%	15	100%
Reading	3	Black	ES2	African Am.	19	88%	17	89%	59%	12	63%	29%	6	32%
Reading	3	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Black	ES2	White	46	92%	43	93%	79%	37	80%	52%	25	54%
Reading	3	Black	ES2	Two or More	5	86%	5	100%	86%	5	100%	71%	4	80%
Reading	3	Black	ES2	Eco. Dis.	54	86%	48	89%	55%	31	57%	28%	17	31%
Reading	3	Black	ES2	EB	39	76%	31	79%	28%	20	51%	*	2	5%
Reading	3	Black	ES2	At-Risk	49	82%	42	86%	54%	27	55%	34%	17	35%
Reading	3	Black	ES2	SPED	21	71%	16	76%	50%	11	52%	*	2	10%
Reading	3	Black	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Black	ES2	High Focus	81	86%	71	88%	60%	51	63%	34%	30	37%
Reading	4	Black	ES2	All	155	90%	145	94%	73%	119	77%	29%	52	34%
Reading	4	Black	ES2	Hispanic	60	89%	54	90%	70%	43	72%	25%	16	27%
Reading	4	Black	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Black	ES2	Asian	13	85%	12	92%	85%	12	92%	38%	6	46%
Reading	4	Black	ES2	African Am.	17	82%	15	88%	59%	11	65%	*	3	18%
Reading	4	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Black	ES2	White	55	97%	54	98%	80%	45	82%	36%	21	38%
Reading	4	Black	ES2	Two or More	10	92%	10	100%	75%	8	80%	50%	6	60%
Reading	4	Black	ES2	Eco. Dis.	57	88%	51	89%	66%	38	67%	18%	12	21%
Reading	4	Black	ES2	EB	37	77%	29	78%	55%	21	57%	*	2	5%
Reading	4	Black	ES2	At-Risk	43	80%	35	81%	58%	26	60%	17%	8	19%
Reading	4	Black	ES2	SPED	31	60%	19	61%	23%	8	26%	*	1	3%
Reading	5	Black	ES2	All	184	80%	151	82%	62%	117	64%	38%	78	42%
Reading	5	Black	ES2	Hispanic	60	72%	45	75%	54%	33	55%	28%	19	32%
Reading	5	Black	ES2	Am. Indian	1	*	1	100%	*	0	0%	0%	0	0%
Reading	5	Black	ES2	Asian	13	100%	13	100%	79%	11	85%	57%	9	69%
Reading	5	Black	ES2	African Am.	33	69%	23	70%	47%	16	48%	28%	11	33%
Reading	5	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Black	ES2	White	68	87%	60	88%	70%	48	71%	42%	30	44%
Reading	5	Black	ES2	Two or More	9	100%	9	100%	90%	9	100%	90%	9	100%
Reading	5	Black	ES2	Eco. Dis.	84	71%	61	73%	54%	46	55%	30%	26	31%
Reading	5	Black	ES2	EB	43	58%	26	60%	33%	15	35%	17%	8	19%
Reading	5	Black	ES2	At-Risk	76	64%	50	66%	39%	31	41%	21%	17	22%
Reading	5	Black	ES2	SPED	31	49%	16	52%	23%	8	26%	*	1	3%
Math	3	Black	ES2	All	143	85%	124	87%	63%	96	67%	35%	51	36%
Math	3	Black	ES2	Hispanic	58	83%	49	84%	47%	30	52%	24%	15	26%
Math	3	Black	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Black	ES2	Asian	15	100%	15	100%	93%	14	93%	79%	12	80%
Math	3	Black	ES2	African Am.	19	71%	14	74%	53%	12	63%	*	1	5%
Math	3	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Black	ES2	White	46	88%	41	89%	75%	35	76%	40%	20	43%
Math	3	Black	ES2	Two or More	5	86%	5	100%	86%	5	100%	*	3	60%
Math	3	Black	ES2	Eco. Dis.	54	77%	42	78%	44%	25	46%	20%	12	22%
Math	3	Black	ES2	EB	39	56%	22	56%	24%	11	28%	*	2	5%

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	Black	ES2	At-Risk	49	78%	39	80%	51%	25	51%	29%	15	31%
Math	3	Black	ES2	SPED	21	71%	15	71%	42%	10	48%	*	1	5%
Math	3	Black	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Black	ES2	High Focus	81	79%	64	79%	50%	44	54%	27%	25	31%
Math	4	Black	ES2	All	155	81%	131	85%	57%	95	61%	26%	46	30%
Math	4	Black	ES2	Hispanic	60	79%	48	80%	54%	33	55%	20%	13	22%
Math	4	Black	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Black	ES2	Asian	13	100%	13	100%	85%	12	92%	*	3	23%
Math	4	Black	ES2	African Am.	17	59%	11	65%	35%	7	41%	*	3	18%
Math	4	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*		*
Math	4	Black	ES2	White	55	89%	50	91%	61%	34	62%	39%	22	40%
Math	4	Black	ES2	Two or More	10	83%	9	90%	83%	9	90%	42%	5	50%
Math	4	Black	ES2	Eco. Dis.	57	76%	44	77%	49%	28	49%	17%	10	18%
Math	4	Black	ES2	EB	37	81%	31	84%	35%	13	35%	16%	7	19%
Math	4	Black	ES2	At-Risk	43	63%	28	65%	37%	16	37%	17%	8	19%
Math	4	Black	ES2	SPED	31	47%	15	48%	17%	7	23%	*	3	10%
Math	5	Black	ES2	All	184	80%	152	83%	58%	112	61%	30%	58	32%
Math	5	Black	ES2	Hispanic	60	74%	45	75%	48%	30	50%	20%	13	22%
Math	5	Black	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Black	ES2	Asian	13	93%	13	100%	93%	13	100%	57%	8	62%
Math	5	Black	ES2	African Am.	33	64%	22	67%	44%	15	45%	19%	7	21%
Math	5	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Black	ES2	White	68	90%	62	91%	66%	46	68%	39%	28	41%
Math	5	Black	ES2	Two or More	9	100%	9	100%	70%	7	78%	*	1	11%
Math	5	Black	ES2	Eco. Dis.	84	71%	60	71%	48%	43	51%	21%	19	23%
Math	5	Black	ES2	EB	43	75%	33	77%	38%	17	40%	13%	8	19%
Math	5	Black	ES2	At-Risk	76	66%	51	67%	35%	27	36%	9%	8	11%
Math	5	Black	ES2	SPED	31	51%	16	52%	23%	9	29%	*	4	13%
Science	5	Black	ES2	All	184	81%	152	83%	47%	90	49%	25%	52	28%
Science	5	Black	ES2	Hispanic	60	76%	46	77%	42%	26	43%	13%	9	15%
Science	5	Black	ES2	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Science	5	Black	ES2	Asian	13	100%	13	100%	64%	9	69%	50%	7	54%
Science	5	Black	ES2	African Am.	33	61%	21	64%	31%	11	33%	22%	8	24%
Science	5	Black	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Black	ES2	White	68	90%	62	91%	55%	38	56%	31%	22	32%
Science	5	Black	ES2	Two or More	9	100%	9	100%	60%	6	67%	60%	6	67%
Science	5	Black	ES2	Eco. Dis.	84	76%	65	77%	37%	32	38%	20%	19	23%
Science	5	Black	ES2	EB	43	75%	33	77%	27%	12	28%	*	1	2%
Science	5	Black	ES2	At-Risk	76	66%	51	67%	24%	19	25%	10%	8	11%
Science	5	Black	ES2	SPED	31	49%	16	52%	*	1	3%	*	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.