

Cypress-Fairbanks Independent School District

Danish Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Danish Elementary is a campus in Houston, Texas. Danish Elementary is projected to serve 850 students in grades EE - 5 during the 2025-26 school year, which is a decrease from the previous year of 917.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Danish Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 27, 2025, and again on September 30, 2025. The meetings were held in the Danish library.

We plan to meet again on November 18, February 17 and May 19 to review and revise the CNA as needed.

At the first meeting on May 27, 2025:

The council reviewed the current data as of the meeting. We looked at strengths and needs based on current data. The council decided on preliminary goals to address the needs identified.

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

- *Benchmark data from mid-year testing in math, science, and reading/language arts
- *current locally developed assessments for math, science, and reading language arts

At the second meeting on September 30, 2025, the CPOC:

The CPOC reviewed the minutes from the previous meeting in May

The instructional specialist shared data from their areas (Reading/Language Arts 2-5, Primary all subjects PK-1, Math 2-5, and Science K-5). This data included the previously reviewed information as well as the end-of-year data in all subjects and STAAR data for math, science, and reading/language arts. We also included information from end-of-year data for mClass and MAP.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is that our emergent bilingual students did not perform as well as other subgroups on the STAAR assessment and did not meet the expected growth on TELPAS. Through the root cause analysis process, we identified that students do not have enough time focused on educational conversations/student discourse to be able to explain their thinking and solidify their skills.

Our second identified priority problem in the area of **student achievement** is that we do not have an adequate number of students getting to the meets and masters level of performance. Through the root cause analysis process, we identified that students need targeted support through small group instruction to advance from their current level to the next level.

Our third identified priority problem is in the area of **student achievement**, is Danish continues to perform at a C rating in the area of student achievement. Through the root cause analysis process, we identified that students are not consistently asked questions at a higher level during classroom instruction.

Student Achievement

Student Achievement Strengths

Campus overall rating improved from C (74) to B (84).

All 3 grade levels tested on STAAR increased in the meets and masters categories.

Closing the Gap performance increased from 73 (C) to 88 (B).

Our overall math and science scores increased in meets and masters categories, while our overall ELAR scores increased in the masters category.

Danish earned 3 of 6 possible distinction designations (Academic Achievement in Science, Postsecondary Readiness, Top 25% Comparative Closing the Gap).

The student achievement category improved from 69 (D) in 23-24 to 73 (C) in 24-25.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our emergent bilingual students did not perform as well as other subgroups on the STAAR assessment and did not meet the expected growth on TELPAS.

Root Cause: Instructional Focus Root Cause #1: Students do not have enough time using educational conversation/discourse to be able to explain their thinking and skills.

Problem Statement 2: Instructional Focus Problem #2: Special education students under perform our other subgroups.

Root Cause: Instructional Focus Root Cause #2: Students need additional targeted support through small group instruction to reach acquisition of grade level skills .

Problem Statement 3: Instructional Focus Problem #3: Danish continues to perform at a C rating in the area of student achievement.

Root Cause: Instructional Focus Root Cause #3: Students are not consistently being asked higher-level questions during classroom instruction.

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: Behavior Interventionist, Testing Coordinator, and classroom paraprofessionals.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Planning for student discourse in lessons. Strategy: Teachers will increase the use of student discourse by discussing and writing opportunities in lesson plans. Strategy's Expected Result/Impact: Increased STAAR scores at the meets and masters level. Staff Responsible for Monitoring: Instructional specialists, assistant principals, principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Planning for higher-level questions during lesson planning. Strategy: Higher level questioning will occur in all classes. Teachers will review the district provided questions and add questions as needed during planning to utilize during lessons. Strategy's Expected Result/Impact: Increased number of students scoring at the meets and masters level on the STAAR assessment. Staff Responsible for Monitoring: Instructional specialists, assistant principals and principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Use small group instruction to increase the number of students moving from did not meet to approaches, approaches to meets and meets to masters. Strategy: Teachers will utilize small group instruction as documented in their monitoring notebooks to move students to the next level of STAAR. Strategy's Expected Result/Impact: Increased number of students scoring at the meets and masters level on the STAAR assessment. Staff Responsible for Monitoring: Instructional specialists, assistant principals, principal	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	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: choir, baseball team, Name that Book team, Danish video production team, student council, House Teams, safety patrol, Playground Patrol. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Provide students with the opportunity to have a well-rounded education.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: Salaries - Classroom paraprofessionals to support learning at each grade level Salaries - Behavior Interventionist to support student engagement and eliminate distractions to learning by coaching the teachers Salaries - Testing Coordinator - support teachers/staff administering testing with fidelity and compliance and support parents access to school events and information Contracted Services - provide storyteller lessons, garden day lessons and author visits for all grade levels Extra Duty Pay - teachers will provided tutoring before or after school to help remediate student deficits Instructional supplies - provide instructional supplies to classrooms to facilitate learning and provide subscriptions to PBIS Rewards and Educators Handbook to help teachers with communicating and document activity in the classrooms Substitute Pay - provided subs for Title 1 salaried staff Parent and Family Engagement- provide snacks and supplies to enhance family engagement events Temporary Workers - provided staff to pull small groups to remediate student deficits Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Danish will offer choir, Dierkers Champs baseball team and Name That Book team, House Teams, Student Council, Playground Patrol, Safety Patrol and Danish Audio Visual Production Team as activities to engage more students. Strategy's Expected Result/Impact: Increase in engagement in school Staff Responsible for Monitoring: Principal, Librarian, Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Danish will provide 2 monthly garden lessons and a storyteller six times throughout the year for all grade levels. Students in our target grade, 2nd grade, will have a garden lesson every month Strategy's Expected Result/Impact: Increased hands-on and real-world experiences in science and writing should improve scores in both reading and science. Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

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 and Instructional Specialists	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 and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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 groups as needed. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 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 Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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

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
	 Moderate Progress	 Considerable	 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 Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
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 Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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 Principal, Instructional Specialists	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 Notebooks 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 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 Principal, Instructional Specialists	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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff will increase the number of positives in the classroom and work to find ways to reinforce the behavior they want to see in their students. Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals. Staff Responsible for Monitoring: Principal, APs, Behavior Interventionist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: APs, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 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: Significant progress made toward meeting Objective

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
	 Moderate Progress	 Considerable	 Considerable
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	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the PBIS Rewards program and class meetings. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: The staff will be trained to increase positive interactions in the classroom. The campus will work to build community in the classroom through daily class meetings, House Teams, and utilizing mentors for our Tier 2 and 3 students, and provide training for teachers on working with students who exhibit Tier 2 and 3 behaviors. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals and Behavior Specialists	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	 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	 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: Increase teacher knowledge of strategies for working with at-risk students.

Evaluation Data Sources: Student discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development will be offered through PD days, planning meetings bite-sized PD, and self-directed PD for Fundamental 5. We will include paraprofessionals when possible. We will also promote and encourage teachers/paras to attend district training. Strategy's Expected Result/Impact: Increase of skill level in teachers/staff Staff Responsible for Monitoring: Principal, and Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Danish will have one social media ambassador from each grade level to post one to two times per week about learning and celebrations from their grade level/area. Strategy's Expected Result/Impact: Parents will be more informed about what is going on in their child's grade level. Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Danish will consistently send out newsletter (monthly), Remind messages, School Messenger messages and social media posts in both Spanish and English to keep parents informed about school events and happenings. Strategy's Expected Result/Impact: Increased parent engagement in events Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Danish will host a volunteer orientation and Danish Dads orientation to share how to get involved with volunteering at Danish. Strategy's Expected Result/Impact: Increase in parent engagement in school activities Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Danish will strengthen our partnership with the general community and our school partnership to increase volunteer tutors and mentors. Strategy's Expected Result/Impact: Increase in student scores and engagement Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Kelly Dalton	Principal (there is only one principal)
Teacher #1	Sonia Posada	Teacher #1
Teacher #2	John Wedrickas	Teacher #2
Teacher #3	Suzanne McCulloch	Teacher #3
Teacher #4	Brittany Grant	Teacher #4
Teacher #5	Yvette Lopez	Teacher #5
Teacher #6	Morgan Bradley	Teacher #6
Teacher #7	Kennedy Tarbutton	Teacher #7
Teacher #8	Sarah Williams	Teacher #8
Other School Leader (Nonteaching Professional) #1	Misty Evans	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Travis Brown	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Fabiola Garcia	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Chloe Champine	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Bridget Cotten	Paraprofessional #1
Paraprofessional #2	Shirley Mattocks	Paraprofessional #2
Administrator (LEA) #1	Tammy McIntyre-Neyland	Administrator (LEA) #1
Administrator (LEA) #2	Virginia Rodriguez	Administrator (LEA) #2
Parent #1	Sana Ashraf	Parent #1
Parent #2	Alyssa Alexander	Parent #2
Community Member #1	Shrimattie Paul-McLean	Community Member #1
Community Member #2	Kelley Book	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	Jerome Leake	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Danish

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	40%	43%	46%	49%	52%
Masters Grade Level	17%	20%	23%	26%	29%

2025-26	Target Check
74%	Met District Strategic Target
44%	Met District Strategic Target
17%	Did not meet 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	48%	50%			
African Am.	49%	51%			
Hispanic	43%	45%			
Eco. Dis.	45%	47%			
EB	29%	31%			
SPED	3%	5%			
Highly Mobile	100%	100%			
High Focus	44%	46%			

2025-26	Target Check
51%	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target
45%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
31%	Met Reading Board Outcome Target
9%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
46%	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	35%	37%			
African Am.	34%	36%			
Hispanic	29%	31%			
Eco. Dis.	30%	32%			
EB	24%	26%			
SPED	3%	5%			
Highly Mobile	0%	2%			
High Focus	31%	33%			

2025-26	Target Check
38%	Met Math Board Outcome Target
36%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
32%	Met Math Board Outcome Target
26%	Met Math Board Outcome Target
6%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
33%	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	Danish	ES7	All	136	76%	106	78%	48%	70	51%	24%	36	26%
Reading	3	Danish	ES7	Hispanic	67	68%	47	70%	43%	30	45%	13%	10	15%
Reading	3	Danish	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Danish	ES7	Asian	11	100%	11	100%	82%	10	91%	64%	8	73%
Reading	3	Danish	ES7	African Am.	47	79%	38	81%	49%	24	51%	26%	13	28%
Reading	3	Danish	ES7	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Danish	ES7	White	7	92%	7	100%	46%	4	57%	38%	3	43%
Reading	3	Danish	ES7	Two or More	3	*	2	67%	*	1	33%	*	1	33%
Reading	3	Danish	ES7	Eco. Dis.	96	72%	71	74%	45%	45	47%	17%	19	20%
Reading	3	Danish	ES7	EB	39	56%	23	59%	29%	12	31%	*	3	8%
Reading	3	Danish	ES7	At-Risk	49	61%	31	63%	34%	18	37%	11%	7	14%
Reading	3	Danish	ES7	SPED	32	34%	12	38%	*	3	9%	*	1	3%
Reading	3	Danish	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Danish	ES7	High Focus	112	73%	85	76%	44%	52	46%	19%	23	21%
Reading	4	Danish	ES7	All	142	82%	123	87%	52%	78	55%	14%	23	16%
Reading	4	Danish	ES7	Hispanic	66	82%	56	85%	46%	32	48%	13%	10	15%
Reading	4	Danish	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Danish	ES7	Asian	11	*	9	82%	*	6	55%	*	1	9%
Reading	4	Danish	ES7	African Am.	47	84%	41	87%	56%	28	60%	15%	8	17%
Reading	4	Danish	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Danish	ES7	White	13	100%	13	100%	64%	9	69%	*	3	23%
Reading	4	Danish	ES7	Two or More	5	*	4	80%	*	3	60%	*	1	20%
Reading	4	Danish	ES7	Eco. Dis.	99	80%	81	82%	47%	49	49%	12%	14	14%
Reading	4	Danish	ES7	EB	43	73%	33	77%	41%	19	44%	*	2	5%
Reading	4	Danish	ES7	At-Risk	51	78%	41	80%	43%	23	45%	10%	6	12%
Reading	4	Danish	ES7	SPED	33	55%	19	58%	*	3	9%	*	1	3%
Reading	5	Danish	ES7	All	143	75%	112	78%	55%	81	57%	19%	30	21%
Reading	5	Danish	ES7	Hispanic	64	71%	47	73%	55%	37	58%	19%	14	22%
Reading	5	Danish	ES7	Am. Indian	2	*	2	100%	*	0	0%	*	0	0%
Reading	5	Danish	ES7	Asian	5	73%	4	80%	55%	3	60%	*	2	40%
Reading	5	Danish	ES7	African Am.	57	80%	47	82%	53%	32	56%	13%	9	16%
Reading	5	Danish	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Danish	ES7	White	12	78%	10	83%	67%	9	75%	*	5	42%
Reading	5	Danish	ES7	Two or More	3	*	2	67%	*	0	0%	*	0	0%
Reading	5	Danish	ES7	Eco. Dis.	95	75%	73	77%	53%	52	55%	17%	18	19%
Reading	5	Danish	ES7	EB	51	55%	29	57%	42%	22	43%	*	5	10%
Reading	5	Danish	ES7	At-Risk	101	68%	71	70%	48%	50	50%	16%	18	18%
Reading	5	Danish	ES7	SPED	29	42%	13	45%	25%	8	28%	*	1	3%
Math	3	Danish	ES7	All	136	62%	88	65%	35%	52	38%	12%	21	15%
Math	3	Danish	ES7	Hispanic	67	56%	39	58%	29%	21	31%	9%	8	12%
Math	3	Danish	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Danish	ES7	Asian	11	91%	11	100%	82%	10	91%	45%	4	36%
Math	3	Danish	ES7	African Am.	47	61%	30	64%	34%	17	36%	*	8	17%
Math	3	Danish	ES7	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Math	3	Danish	ES7	White	7	69%	5	71%	*	3	43%	*	1	14%
Math	3	Danish	ES7	Two or More	3	*	2	67%	*	1	33%	*	0	0%
Math	3	Danish	ES7	Eco. Dis.	96	59%	59	61%	30%	31	32%	7%	9	9%
Math	3	Danish	ES7	EB	39	64%	26	67%	24%	10	26%	*	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
					2026	%	#	%	%	#	%	%	#	%
					#									
Math	3	Danish	ES7	At-Risk	49	55%	28	57%	24%	13	27%	10%	6	12%
Math	3	Danish	ES7	SPED	32	23%	8	25%	*	2	6%	*	1	3%
Math	3	Danish	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Danish	ES7	High Focus	112	59%	68	61%	31%	37	33%	10%	13	12%
Math	4	Danish	ES7	All	142	59%	86	61%	35%	53	37%	11%	18	13%
Math	4	Danish	ES7	Hispanic	66	61%	42	64%	35%	25	38%	11%	9	14%
Math	4	Danish	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Danish	ES7	Asian	11	*	7	64%	*	3	27%	*	1	9%
Math	4	Danish	ES7	African Am.	47	51%	25	53%	31%	17	36%	9%	5	11%
Math	4	Danish	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Danish	ES7	White	13	73%	10	77%	45%	7	54%	*	2	15%
Math	4	Danish	ES7	Two or More	5	*	2	40%	*	1	20%	*	1	20%
Math	4	Danish	ES7	Eco. Dis.	99	57%	59	60%	33%	35	35%	10%	12	12%
Math	4	Danish	ES7	EB	43	63%	28	65%	29%	13	30%	*	2	5%
Math	4	Danish	ES7	At-Risk	51	52%	27	53%	26%	15	29%	8%	5	10%
Math	4	Danish	ES7	SPED	33	32%	11	33%	*	2	6%	*	1	3%
Math	5	Danish	ES7	All	143	70%	109	76%	36%	55	38%	14%	24	17%
Math	5	Danish	ES7	Hispanic	64	72%	49	77%	38%	26	41%	14%	10	16%
Math	5	Danish	ES7	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	5	Danish	ES7	Asian	5	91%	5	100%	64%	4	80%	55%	3	60%
Math	5	Danish	ES7	African Am.	57	65%	40	70%	24%	15	26%	*	5	9%
Math	5	Danish	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Danish	ES7	White	12	67%	10	83%	56%	7	58%	*	4	33%
Math	5	Danish	ES7	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Danish	ES7	Eco. Dis.	95	68%	67	71%	34%	34	36%	13%	14	15%
Math	5	Danish	ES7	EB	51	64%	34	67%	33%	18	35%	*	6	12%
Math	5	Danish	ES7	At-Risk	101	60%	63	62%	26%	28	28%	11%	13	13%
Math	5	Danish	ES7	SPED	29	42%	13	45%	25%	8	28%	*	2	7%
Science	5	Danish	ES7	All	143	66%	103	72%	23%	44	31%	9%	16	11%
Science	5	Danish	ES7	Hispanic	64	72%	48	75%	28%	19	30%	9%	7	11%
Science	5	Danish	ES7	Am. Indian	2	*	2	100%	*	0	0%	*	0	0%
Science	5	Danish	ES7	Asian	5	55%	3	60%	45%	3	60%	*	1	20%
Science	5	Danish	ES7	African Am.	57	60%	36	63%	*	15	26%	*	5	9%
Science	5	Danish	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Danish	ES7	White	12	89%	11	92%	56%	7	58%	*	3	25%
Science	5	Danish	ES7	Two or More	3	*	3	100%	*	0	0%	*	0	0%
Science	5	Danish	ES7	Eco. Dis.	95	63%	62	65%	22%	23	24%	8%	10	11%
Science	5	Danish	ES7	EB	51	55%	29	57%	18%	10	20%	*	5	10%
Science	5	Danish	ES7	At-Risk	101	60%	64	63%	16%	18	18%	*	5	5%
Science	5	Danish	ES7	SPED	29	42%	13	45%	21%	7	24%	*	3	10%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K–5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.