

Cypress-Fairbanks Independent School District

Hemmenway Elementary School

2025-2026



Mission Statement

We are committed to engaging our staff, students and the community to collaboratively develop students who are educated and think critically to become productive, global citizens and lifelong learners.

Vision

Equipping our students with the tools to shape the future

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Hemmenway Elementary is a campus in Katy, Texas. Hemmenway is projected to serve 941 students in grades PK - 5 during the 2025-26 school year, which is a **decrease** from the previous year of 964.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hemmenway'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 16, 2025, and again on September 12, 2025. The meetings were held in the Art Room. We plan to meet again on November 14, 2025, February 20, 2026, and May 15, 2026 to review and revise the CNA as needed.

At the first meeting on May 16, 2025:

Complete May CIP Strategy Evaluation

The committee reviewed various data sets, starting with the Pre-K circle, 1st grade MClass, and the Primary reading glows and grows, which were shared with the committee members. The data from the October Math DPM1, December DPM2, February DPM3, and May DPM4 is still pending, as students will be taking the final DPM soon. The Primary math glows and grows were discussed during this time.

The math instructional specialist shared the math assessments for grades 2 through 5, which included data from October DPM1, December CCA (Critical Content Assessment), January DPM2, February BM (Benchmark), and March CCA. The committee examined the glows and grows from these assessments.

Next, the science data for grades 2 through 5 was reviewed, followed by a discussion of the corresponding glows and grows. After the instructional specialist finished sharing, Ms. Hammond asked if there were any questions.

The ELAR (English Language Arts and Reading) instructional specialist then presented the 2nd through 5th-grade assessment data, which included results from the September BOY (Beginning of Year), October CA (Common Assessment), November CA, December CA, and January MClass. For grades 3 through 5, data from the September District Assessment, November DPM, January DPM, and February BM were shared. The committee discussed accomplishments highlighted in the glows and grows, such as two READ 180 classes reading a total of 1 million words and increased student discourse and critical writing across all components.

The committee then reviewed behavior data spanning the 2024-2025, 2023-2024, 2022-2023, and 2021-2022 school years. They noted an increase in positive office referrals, attributed in part to an assistant principal recognizing students during lunchtime, which has led to improved behavior. Committee members also discussed upper-grade-level and primary-level links during morning meetings. The behavior coach differentiated lessons to make them relatable for both upper and primary grades. Additionally, details about upcoming PBIS (Positive Behavioral Interventions and Supports) events were shared.

The behavior coach reviewed the glows and grows, noting consistent Game On announcements as a positive aspect and the need for consistency with expectations throughout the building as an area for improvement. A committee member mentioned that students would assist with morning announcements and that a video would highlight student successes, such as completing ST Math and Amira.

The behavior coach emphasized the need to promote the ROARS squad and encourage both students and staff to understand its significance and how to nominate individuals for recognition. Principal Hammond then asked if there were any questions, but none were raised at this time.

Finally, student attendance data was discussed, highlighting the decrease in late arrivals and early checkouts as a positive development. The attendance data for staff from August to May for the 2022-2023, 2023-2024, and 2024-2025 school years was reviewed, with glows and growths being noted. The committee celebrated a 100% attendance day for staff, and a growth goal of achieving 95% attendance was established.

Complete 2024-25 CIP Summative Evaluation

The committee then broke into groups to review and evaluate the goals.

Conduct 2025-26 Needs Assessment

- Data reviewed:
- Strength #1 from 2024-25: Overall consistent growth in all student academic
- Strength #2 from 2024-25: Staff attendance improved during the first semester
- Strength #3 from 2024-25: Increase in positive office referrals
- Need #1 for 2025-26: Daily Targeted Instruction - Appropriate use of Monitoring notebooks, Analysis of Data
- Need #2 for 2025-26: Increase student knowledge of and use of Academic Vocabulary
- Need #3 for 2025-26: Alignment across grade levels

Begin 2025-26 Campus Improvement Plan

- 2025-26 Strategy to address Need #1: We will learn more purposefully how to analyze and use data, including our monitoring notebooks.
- 2025-26 Strategy to address Need #2: We will incorporate Interactive Word walls and determine focused vocabulary at planning.
- 2025-26 Strategy to address Need #3: We will collaborate during planning on the strategies used and hold quarterly vertical planning meetings for alignment.

Discuss and Complete 2025-26 Title I Preliminary Planning Budget

- Explain what happened during this agenda item.

The 2025-2026 salary was reviewed for the 5th CSR teacher, behavior coach, DMC para, and

intervention para for just pull-out. The temporary worker/extra duty pay is for tutoring, staff development, and student scholarships.

The draft of the problem statement and root cause was reviewed.

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

- Academic Data - Circle Assessment, mClass, Critical Content Assessments, DPMs
- Behavior Data
- Staff and Student Attendance Data

At the second meeting on September 12, 2025, the CPOC:

Topic 1 -

Welcome

Ms. Hammond welcomed everyone to the CPOC meeting.

Purpose of CPOC and Introductions

Ms. Hammond reviewed the purpose of CPOC meetings, followed by introductions from all committee members.

Mission, Vision, and Strategy

The district's vision statement was read aloud. One of the goals for today is to assess how our statements align with this vision.

Celebrations

We have had events this school year, including Meet the Teacher nights, Open House, Parent Orientation, and Lunch Visitation. Ms. Hammond emphasized that we do not allow language to be a barrier. She expressed excitement for the new school year, sharing a few videos in which parents expressed their enthusiasm for the beginning of the year.

Additionally, we have expanded our community outreach through Instagram. Feedback from staff indicated that Instagram is a primary platform they utilize. This month, we are focusing on school pride, and teachers are reminding students to take care of our bulletin boards. We have established small groups and purposeful planning sessions. The Building Tigers Challenge helps teachers get to know their students better, with three teachers dedicated to fostering these connections.

We are also proud to announce that we have achieved a B rating.

Topic 2 -

Academic Performance

Data on overall growth from 2023 to 2025 was presented, highlighting our progress from an F to a B rating. This demonstrates that we are effectively supporting students' academic growth and closing achievement gaps, focusing on areas within our control.

Academic Highlights

The committee shared insights on growth and areas needing improvement in grades 2-5 for Math, Science, and English Language Arts (ELAR). Members had the opportunity to share thoughts at their tables and reference the campus's comprehensive needs "blueprint."

When we reconvened, table groups shared the following suggestions:

- Incorporate academic discourse instead of just general discussion.
- Implement structured "turn and talk" activities.
- Utilize monitoring notebooks for data tracking and cross-referencing.

Topic 3 -

CIP Strategies

The committee reviewed the CIP strategies for Math/Science and Reading/Language Arts and expressed support for the proposed strategies.

Behavior Review

Behavior data from the 2022-2023 school year to the 2025-2026 school year was analyzed. The committee reviewed office referrals, conduct notes, incident calls, and positive office referrals.

One member noted that behavior data has improved over the years, as teachers are granting students opportunities to learn from their actions. Another member shared that teachers are effectively applying strategies recommended by Ms. Scott, who

emphasized maintaining their authority in the classroom and addressing issues directly rather than immediately resorting to conduct notes.

Current Enrollment & Attendance

We reviewed enrollment and attendance data for the 2024-2025 and 2025-2026 school years, as well as attendance for August and September. Student attendance is excellent overall, though it was noted that teacher absences impact student learning.

One member shared appreciation for receiving a trophy at the end of the year when she was in school. Ms. Hammond announced that this year, the church would hold a drawing for a family to attend an event.

Ideas were discussed regarding how to encourage staff to be present for students. Suggestions included creating incentives for perfect attendance, such as a contest where a team with perfect attendance receives treats, and implementing a crew challenge during professional development weeks. Another member suggested providing awards for perfect attendance.

Ms. Hammond encouraged the team to consider how to support teachers when they are out, but students are present. A member noted that having prepared sub plans improves learning continuity, especially for core subjects. It was agreed that when a teacher is absent, students should adhere to existing classroom expectations.

Topic 4 -

Parent and Family Engagement Policy and Feedback QR

Ms. Hammond discussed the importance of parent and family engagement. The events in the policy have been shared with staff and community.

Topic 5 -

Title I Preliminary Budget

Ms. Hammond reviewed the preliminary budget for Title I, which includes salaries, extra-duty pay, supplies for instruction and parental engagement, staff development, contracted services, library books, field trips, and snacks. The total budget is \$427,805.

Title I Funded Positions

The funded positions include a CSR teacher for 5th grade, a behavior coach, a DMC para, and an intervention para.

Topic 6 -

As we conclude, Ms. Hammond asked members to reflect on our campus mission and what type of students we aspire to build. She encouraged everyone to write their thoughts on the back of their sheets for collection.

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 for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is for All Students, our Math score was 8% -12% below Reading at the various performance levels (App/Meets/Masters). Through the root cause analysis process, we identified We have not built sufficient content capacity amongst the staff to analyze student data to plan purposefully for differentiated small group instruction..

Our second identified priority problem in the area of **student achievement** is we did not meet the Math Academic Achievement Targets at the Meets performance level in nine of the fourteen accountability groups.. Through the root cause analysis process, we identified we have not consistently utilized questioning and academic vocabulary strategies to engage our students in relevant/rigorous learning.

Our third identified priority problem is in the area of academic achievement is students receiving special education services decreased in percentage at the Meets performance level in Reading and Math for 3rd & 5th grades.. Through the root cause analysis process, we identified we have not aligned instruction and student expectations for strategy usage (thinking paper, strategies, etc.).

Student Achievement

Student Achievement Strengths

We increased from a C to a B rating (by 11 points)!

We have increased in every domain.

Our most notable increases were in Closing the Gaps (65/74/88) and Improvement in Academic Growth (58/69/81).

In 3rd grade Reading, we were 1st in the cluster and within 1% of the district average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: For All Students, our Math score was 8% -12% below Reading at the various performance levels (App/Meets/Masters).

Root Cause: Instructional Focus Root Cause #1: We have not built sufficient content capacity amongst the staff to analyze student data to plan purposefully for differentiated small group instruction.

Problem Statement 2: Instructional Focus Problem #2: We did NOT meet the Math Academic Achievement Targets at the Meets performance level in nine of the fourteen accountability groups.

Root Cause: Instructional Focus Root Cause #2: We have not consistently utilized questioning and academic vocabulary strategies to engage our students in relevant/rigorous learning.

Problem Statement 3: Instructional Focus Problem #3: Students receiving special education services decreased in percentage at the Meets performance level in Reading and Math for 3rd & 5th grades.

Root Cause: Instructional Focus Root Cause #3: We have not aligned instruction and student expectations for strategy usage (thinking paper, strategies, etc.)

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 specialist, paraprofessionals, and class-size reduction teacher.

School Culture and Climate

School Culture and Climate Strengths

- Student behavior data has improved over the last three years, as teachers are granting students opportunities to learn from their actions.
- Teachers are effectively applying strategies provided by the campus behavior specialist, who emphasizes maintaining teacher authority in the classroom and addressing issues directly rather than immediately.
- Student attendance has improved from this cycle in 2024-2025 (94.39%) to 2025-2026 (95.96%).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance for the 24-25 school year was below 95% (94.52%).

Root Cause: We have not identified an effective motivator to keep student attendance at or above 95%.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The staff agrees that:

- opportunities exist for them to think for themselves.
- opportunities are available for professional growth.
- the work they are asked to do directly relates to their job responsibilities.
- information is available to help staff do their jobs effectively.
- procedures are implemented to keep staff safe at work.
- quality work is expected of staff and students.
- collaboration is encourage and practiced.
- they are clear about job responsibilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Attendance is less than 95% for staff.

Root Cause: Teacher/Paraprofessional Attendance: Staff members are unaware of the overall impact of their absences on the campus.

Family and Community Engagement

Family and Community Engagement Strengths

- Parent engagement increased in three of the seven engagement events in the last two years (Literacy Night, Multicultural Night, & Family Fitness Night).
- The campus will have a VIPS representative.
- Feedback on the Parent and Family Engagement Policy was favorable.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our parents are unsure of how to actively support their students at home.

Root Cause: We have not provided enough learning and teaching opportunities for our parents.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Increase Teacher Capacity Strategy: Teachers will enhance their ability to provide targeted, differentiated small group instruction daily by participating in professional development, such as Quantum Learning (full staff); SIPPS (primary); and Monthly Toolkits - data analysis, small group planning, relevance, including visuals & manipulatives, running records, behavioral supports, etc. (full staff). Strategy's Expected Result/Impact: Students will have their instructional needs met with targeted, differentiated small groups daily which will result in improvement in performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Increase Instructional Rigor Strategy: Teachers will improve first-time instruction by gaining feedback on higher level questions, academic vocabulary instruction, relevance, and rigorous activities in planning. Strategy's Expected Result/Impact: Students will think at higher levels and engage in rigorous learning activities which will improve student performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Improve Instructional Alignment Strategy: General and Special education teachers will plan weekly with Instructional Specialists to ensure consistent use of strategies across grade levels. Strategy's Expected Result/Impact: Students will utilize strategies that allow them to engage in rigorous learning activities which will improve student performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal, Assistant Principals, PE teacher and para	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, Tiger Paws Run/Walk Club, STEM Club, Cheer Squad, Student Council, Flag Football, Name that Book, etc. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Club Sponsors	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1. Salaries - The 5th grade class-size reduction teacher, behavior specialist, intervention paraprofessional, and DMC paraprofessional. 2. Library Books -We will increase the circulation of library books to diversify the book collection, pique the interest of our students in support of a love of reading, develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and within the state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

4. Substitute pay - When the Title I funded staff is absent, Title 1 funds will cover the cost of the substitute.
 5. PBIS Rewards Program & Supplies - PBIS Rewards will be purchased as our campus incentive program to provide positive rewards for students showing growth academically and behaviorally. Students will earn incentives using their PBIS reward points. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.
 6. Extended Day Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP, including Jumpstart Camp to take place in July 2026.
 7. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.
 8. Parent Involvement - We will increase parent involvement throughout the year with events like Tiger Express, Open House, Curriculum Nights, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.
 9. SIBME - This platform will be used to enhance instructional delivery practices that directly correlate to strategies that support instructional goals as specified in the CIP.
 10. Supplies - Classroom/instructional supplies will be used to assist in the delivery of instruction, identify additional targeted reading and math lessons using various learning software and support the use of formative assessments and improve the home-school connection of learning at home with parents, and include PAFE supplies to support children at home (e.g. wired mice for students to increase accuracy when working on chromebooks, wireless keyboards for Promethean boards to increase teacher proximity, etc).
 11. Student, PAFE snacks and supplies - These will be used to support before/after school events such as Curriculum Night for Reading and Math, hands-on activities to model strategies for parents to use at home to support their children.
 12. Field Trips - Academic experiences off campus will be provided to students throughout the school year. Each grade level will attend a field trip that aligns with the curriculum.
 13. Temporary Workers - Temporary workers will be paid for to support classes and students with push-in groups, pull-out groups and during Closing the Gap time, based on current academic data.
- Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

Strategy 7 Details		Formative Reviews		
Strategy 7: Improving Student Engagement: We will engage our students in activities to build school pride and give back to their community. Strategy's Expected Result/Impact: Students will develop pride in their school and community. They will be proactive in creating ways to enhance their environments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Accomplished
Strategy 8 Details		Formative Reviews		
Strategy 8: Improving Student Engagement: We will provide enrichment experiences to our students (e.g. clubs, parent and family engagement nights learning about various cultures, assemblies, field trips, etc.) Strategy's Expected Result/Impact: Students will have more diverse background experiences on which to build instructional knowledge. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Accomplished

Strategy 9 Details	Formative Reviews		
Strategy 9: Evidence-based school improvement strategy: Students will participate in targeted small group instruction weekly - tutoring and lunch bunch/recess learning huddles. Instructional leadership team will conduct weekly check-ins with the students for goal setting. Teachers in grades 3-5 will participate in additional professional development to build capacity with district coaches during the instructional day -- RLA (ECRs Moving from 0 to 1) and Math (Data Analysis for Small Group Planning & presenting the critical components of upcoming units and scaffolding activities). Campus monitoring plan: Principal, APs, and instructional leadership team will hold bi-weekly data reviews with teachers - evidence & effectiveness of small group implementation, student progress, and goal setting documentation for each student. Student data will be tracked by the principal via electronic file. District monitoring plan: The district will review local assessment data. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: Tutoring will be provided by instructional specialists/interventionists. District reallocation of resources to support the strategy: The district reading and math curriculum coaches will provide training for teachers during the instructional day. The district will provide two days of substitute pay for four teachers each day to participate in on-campus professional development. The district reading language arts department will assist with campus recalibration for scoring ECRs for December writing sample. Strategy's Expected Result/Impact: White student performance goals: RLA Meets or Higher: 59% Math Growth: 74% Student Success (Domain I Component Score): 58 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Teachers	Formative		
	Nov	Feb	May
	 No Progress	 Moderate 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: Some 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, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Moderate Progress
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, Teachers	Formative		
	Nov	Feb	May
	 Some 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 group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Moderate Progress

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, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Some progress made toward meeting Objective

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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Moderate Progress
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 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 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 Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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: The campus will participate in all campus crisis drills, comply with district policies for safety actions, and implement Project Safety lessons, as well as staff will meet monthly for Safety Committee meetings. Strategy's Expected Result/Impact: Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community. Staff Responsible for Monitoring: Principal, Assistant Principal, Admin. Team Members	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met 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
	 Considerable	 Considerable	 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
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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. The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) daily in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Teachers, Assistant Principals, Behavioral Interventionists, Counselors	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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 have consistent training in restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide behavioral incentive program, including the comprehensive Game On system and training for staff to enhance PBIS. We review our PBIS matrix attributes interactively with students daily during morning announcements and during class Morning Meetings. R-being respectful O-taking ownership A-being accepting R-being responsible S-being safe Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Moderate 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
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Campus Secretary, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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: Campus Staff will have the opportunity to attend various trainings that meet their specific learning needs. These trainings include, but are not limited to, Capturing Kids' Hearts, Lead 4Ward, Quantum Learning, district professional development opportunities, as well as additional professional development aligned with our most at-risk populations, such as, TELPAS trainings, HMH, Guided Math, Growth Mindset training, campus subscriptions, Action Based Learning, Schoology, and SIBME. Strategy's Expected Result/Impact: Student achievement will increase by 10% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return. Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Moderate 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: We will survey our staff on the most popular platforms to utilize in increasing our social media presence. Strategy's Expected Result/Impact: Our staff will use the social media platforms they are familiar with to post the celebrations of learning in from their classrooms. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Create a staff challenge to incentivize staff who are carrying the banner to post at least once a week. Strategy's Expected Result/Impact: The campus will have an increased social media presence. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Admin Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will restructure parent events to value cultural differences, and build parent capacity to support in meeting students' educational needs. Strategy's Expected Result/Impact: Parents will feel more comfortable engaging in the school community, communication will continue to improve, and they will be able to support their students academically at home. Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Team, Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will provide additional opportunities for parent participation (e.g. Parent Showcase Days during the instructional day) shared by teachers through the Remind app. Strategy's Expected Result/Impact: More parents will engage and learn how to support their students at home. Staff Responsible for Monitoring: Principal. Assistant Principals. Instructional Specialistts, Admin Team, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Christal Hammond	Principal (there is only one principal)
Teacher #1	Guadalupe Miranda	First Grade
Teacher #2	Mandy Jolly	Second Grade
Teacher #3	Gregory Stephens	Third Grade
Teacher #4	Jamedria Barrett	Fourth Grade
Teacher #5	Janette Vital	Fifth Grade
Teacher #6	Gabrielle Arceneaux	Interventionist
Teacher #7	Trenece Myers	Interventionist
Teacher #8	Alejandro Barboza	PE Teacher
Other School Leader (Nonteaching Professional) #1	Lateashia Majors	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Myrna Sloan	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Xanthia Jones	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Whitney Scott	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	CaTasia Paige	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Regina Butler	Administrator (LEA) #1
Administrator (LEA) #2	Andrea Richardson	Administrator (LEA) #2
Parent #1	Sarah Miller	Parent #1
Parent #2	Kirenica Delgado	Parent #2
Community Member #1	Heike Warner	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Kevin Correa	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
Administrator	Jenifer Jones	Administrator
Administrator	Alex Hibler	Administrator
-	No Charter School in the LEA N/A	No Charter School in the LEA
-	No Tribal Association in the LEA N/A	No Tribal Association in the LEA

Addendums

Campus

Hemmenway

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	15%	18%	21%	24%	27%

2025-26	Target Check
76%	Met District Strategic Target
48%	Met District Strategic Target
20%	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	54%	56%			
Hispanic	57%	59%			
White	57%	59%			
Eco. Dis.	51%	53%			
EB	42%	44%			
SPED	11%	13%			
Highly Mobile	0%	2%			
High Focus	52%	54%			

2025-26	Target Check
58%	Met Reading Board Outcome Target
62%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
48%	Met Reading Board Outcome Target
21%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
67%	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	46%	48%			
Hispanic	46%	48%			
White	57%	59%			
Eco. Dis.	42%	44%			
EB	37%	39%			
SPED	11%	13%			
Highly Mobile	0%	2%			
High Focus	43%	45%			

2025-26	Target Check
49%	Met Math Board Outcome Target
49%	Met Math Board Outcome Target
67%	Met Math Board Outcome Target
44%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
34%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
46%	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	Hemmenway	ES8	All	138	81%	123	89%	54%	80	58%	24%	40	29%
Reading	3	Hemmenway	ES8	Hispanic	78	84%	72	92%	57%	48	62%	25%	22	28%
Reading	3	Hemmenway	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Hemmenway	ES8	Asian	7	*	6	86%	*	5	71%	*	3	43%
Reading	3	Hemmenway	ES8	African Am.	40	73%	33	83%	44%	19	48%	24%	11	28%
Reading	3	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Hemmenway	ES8	White	6	71%	5	83%	*	4	67%	*	2	33%
Reading	3	Hemmenway	ES8	Two or More	7	100%	7	100%	*	4	57%	*	2	29%
Reading	3	Hemmenway	ES8	Eco. Dis.	109	80%	90	83%	51%	60	55%	24%	28	26%
Reading	3	Hemmenway	ES8	EB	71	77%	58	82%	42%	34	48%	12%	10	14%
Reading	3	Hemmenway	ES8	At-Risk	73	75%	60	82%	45%	34	47%	22%	18	25%
Reading	3	Hemmenway	ES8	SPED	29	39%	12	41%	*	6	21%	*	3	10%
Reading	3	Hemmenway	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Hemmenway	ES8	High Focus	127	80%	105	83%	52%	85	67%	23%	32	25%
Reading	4	Hemmenway	ES8	All	151	80%	126	83%	45%	83	55%	14%	30	20%
Reading	4	Hemmenway	ES8	Hispanic	89	81%	74	83%	45%	44	49%	13%	16	18%
Reading	4	Hemmenway	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Hemmenway	ES8	Asian	3	*	2	67%	*	3	100%	*	1	33%
Reading	4	Hemmenway	ES8	African Am.	46	79%	38	83%	48%	25	54%	15%	9	20%
Reading	4	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Hemmenway	ES8	White	6	*	5	83%	*	4	67%	*	1	17%
Reading	4	Hemmenway	ES8	Two or More	7	*	7	100%	*	7	100%	*	3	43%
Reading	4	Hemmenway	ES8	Eco. Dis.	112	81%	94	84%	48%	57	51%	13%	17	15%
Reading	4	Hemmenway	ES8	EB	62	71%	46	74%	31%	22	35%	*	10	16%
Reading	4	Hemmenway	ES8	At-Risk	69	75%	53	77%	37%	28	41%	10%	10	14%
Reading	4	Hemmenway	ES8	SPED	25	29%	8	32%	*	9	36%	*	2	8%
Reading	5	Hemmenway	ES8	All	146	73%	110	75%	49%	79	54%	24%	44	30%
Reading	5	Hemmenway	ES8	Hispanic	90	70%	65	72%	44%	44	49%	22%	25	28%
Reading	5	Hemmenway	ES8	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Hemmenway	ES8	Asian	5	*	4	80%	*	3	60%	*	2	40%
Reading	5	Hemmenway	ES8	African Am.	39	74%	30	77%	52%	23	59%	29%	13	33%
Reading	5	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Hemmenway	ES8	White	6	*	5	83%	*	4	67%	*	2	33%
Reading	5	Hemmenway	ES8	Two or More	5	83%	5	100%	*	4	80%	*	2	40%
Reading	5	Hemmenway	ES8	Eco. Dis.	106	73%	80	75%	51%	58	55%	24%	27	25%
Reading	5	Hemmenway	ES8	EB	70	58%	43	61%	28%	23	33%	*	10	14%
Reading	5	Hemmenway	ES8	At-Risk	112	68%	79	71%	40%	47	42%	14%	18	16%
Reading	5	Hemmenway	ES8	SPED	22	30%	8	36%	*	9	41%	*	4	18%
Math	3	Hemmenway	ES8	All	138	70%	104	75%	46%	67	49%	16%	28	20%
Math	3	Hemmenway	ES8	Hispanic	78	69%	57	73%	46%	38	49%	17%	15	19%
Math	3	Hemmenway	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Hemmenway	ES8	Asian	7	*	6	86%	*	5	71%	*	1	14%
Math	3	Hemmenway	ES8	African Am.	40	67%	29	73%	38%	16	40%	*	8	20%
Math	3	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Hemmenway	ES8	White	6	71%	5	83%	*	4	67%	*	2	33%
Math	3	Hemmenway	ES8	Two or More	7	100%	7	100%	*	4	57%	*	2	29%
Math	3	Hemmenway	ES8	Eco. Dis.	109	67%	78	72%	42%	48	44%	15%	17	16%

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	Hemmenway	ES8	EB	71	51%	40	56%	37%	29	41%	*	10	14%
Math	3	Hemmenway	ES8	At-Risk	73	60%	50	68%	39%	30	41%	15%	13	18%
Math	3	Hemmenway	ES8	SPED	29	33%	12	41%	*	10	34%	*	5	17%
Math	3	Hemmenway	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Hemmenway	ES8	High Focus	127	68%	90	71%	43%	58	46%	15%	21	17%
Math	4	Hemmenway	ES8	All	151	61%	111	74%	33%	62	41%	10%	24	16%
Math	4	Hemmenway	ES8	Hispanic	89	66%	65	73%	34%	31	35%	10%	12	13%
Math	4	Hemmenway	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Hemmenway	ES8	Asian	3	*	3	100%	*	2	67%	*	1	33%
Math	4	Hemmenway	ES8	African Am.	46	58%	30	65%	33%	16	35%	15%	8	17%
Math	4	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Hemmenway	ES8	White	6	*	6	100%	*	6	100%	*	2	33%
Math	4	Hemmenway	ES8	Two or More	7	*	7	100%	*	7	100%	*	1	14%
Math	4	Hemmenway	ES8	Eco. Dis.	112	64%	75	67%	33%	49	44%	10%	13	12%
Math	4	Hemmenway	ES8	EB	62	58%	38	61%	27%	18	29%	9%	7	11%
Math	4	Hemmenway	ES8	At-Risk	69	55%	40	58%	29%	23	33%	9%	7	10%
Math	4	Hemmenway	ES8	SPED	25	*	10	40%	*	8	32%	*	2	8%
Math	5	Hemmenway	ES8	All	146	66%	103	71%	40%	70	48%	15%	27	18%
Math	5	Hemmenway	ES8	Hispanic	90	70%	65	72%	41%	41	46%	15%	15	17%
Math	5	Hemmenway	ES8	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Hemmenway	ES8	Asian	5	*	3	60%	*	3	60%	*	1	20%
Math	5	Hemmenway	ES8	African Am.	39	57%	24	62%	38%	18	46%	17%	8	21%
Math	5	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Hemmenway	ES8	White	6	*	6	100%	*	4	67%	*	1	17%
Math	5	Hemmenway	ES8	Two or More	5	71%	4	80%	*	3	60%	*	1	20%
Math	5	Hemmenway	ES8	Eco. Dis.	106	68%	70	66%	39%	47	44%	14%	17	16%
Math	5	Hemmenway	ES8	EB	70	60%	44	63%	22%	17	24%	*	9	13%
Math	5	Hemmenway	ES8	At-Risk	112	60%	70	63%	29%	35	31%	8%	10	9%
Math	5	Hemmenway	ES8	SPED	22	25%	7	32%	*	5	23%	*	2	9%
Science	5	Hemmenway	ES8	All	146	62%	99	68%	21%	44	30%	9%	14	10%
Science	5	Hemmenway	ES8	Hispanic	90	59%	55	61%	19%	21	23%	6%	6	7%
Science	5	Hemmenway	ES8	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Hemmenway	ES8	Asian	5	*	4	80%	*	3	60%	*	1	20%
Science	5	Hemmenway	ES8	African Am.	39	68%	28	72%	20%	11	28%	12%	5	13%
Science	5	Hemmenway	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Hemmenway	ES8	White	6	*	6	100%	*	4	67%	*	1	17%
Science	5	Hemmenway	ES8	Two or More	5	*	5	100%	*	4	80%	*	1	20%
Science	5	Hemmenway	ES8	Eco. Dis.	106	63%	73	69%	20%	25	24%	9%	11	10%
Science	5	Hemmenway	ES8	EB	70	40%	30	43%	8%	15	21%	*	9	13%
Science	5	Hemmenway	ES8	At-Risk	112	56%	67	60%	16%	25	22%	5%	9	8%
Science	5	Hemmenway	ES8	SPED	22	35%	10	45%	*	8	36%	*	2	9%

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.