

Cypress-Fairbanks Independent School District

Keith Elementary School

2025-2026



Mission Statement

Keith Elementary is a caring community which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles for all students. Students' behavior will exemplify respect for others, accountability for actions and good citizenship. Our goal is to provide children educational opportunities to ensure that each child becomes a contributing and responsible member of society in the 21st century.

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

Student Achievement

Student Achievement Strengths

We are an A-rated school! Keith has a long history of high achievement. Performance on STAAR tests over time indicates 90% or better consistently perform at the Approaches level. On average, 60-70% of students consistently perform at the Meets level across all tests, and 40-50% consistently perform at the Masters level. This year, the “all” scores were as follows for all tests:

- * 92% approaches
- * 72% meets
- * 41% masters

Students who are continuously enrolled at Keith Elementary perform well (93% approaches as compared to ALL population 92% approaches in the ALL TESTS category and performing 1-2% points better in each test).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: A significant performance gap exists between students in the subgroups "economically disadvantaged" and "special education" and the "All student" populations.

Root Cause: Instructional Focus Root Cause #1: We need to more effectively track student progress at the campus level to ensure interventions are targeted and prescriptive.

Problem Statement 2: Instructional Focus Problem #2: While approaches rates are high, there is an opportunity to push more students into the "meets" and "masters" categories across all subjects, particularly in 5th grade math (57% meets, 28% masters) and 5th grade science (52% meets, 28% masters), where mastery rates are comparatively lower than in other subjects/grades.

Root Cause: Instructional Focus Root Cause #2: We need to focus on planning instruction that creates a deeper conceptual understanding and promotes higher-order thinking skills.

Problem Statement 3: Instructional Focus Problem #3: Our student data in K/1 shows less growth than our student data in grades 2-5.

Root Cause: Instructional Focus Root Cause #3: First instruction in the primary grades needs more rigor and purposeful instruction. Planning needs to be more focused, and emphasis needs to be increased on student-targeted, differentiated instruction.

School Culture and Climate

School Culture and Climate Strengths

Keith is a PBIS campus that focuses on being Respectful, On-task, Accountable, and Responsible. Students know and understand the ROAR matrix. Teachers set clear expectations for their students and focus on building on student strengths. The vast majority of students respect classroom rules and follow routines. Last year, we had a 96.1% attendance rate which met our campus goal of 96%.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the Tiered Fidelity Inventory, only 5/32 points were awarded for rubric data indicating rubrics are not posted sufficiently around campus.

Root Cause: Following our renovation, we did not re-post rubrics in all common areas and classrooms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

According to the 2024-25 Employee Perception Survey, at least 93% of the staff indicated "strongly agree" or "agree" to the following statements:

- * Opportunities exist for me to think for myself.
- * Opportunities for professional growth are available.
- * The work I am asked to do directly relates to my job responsibilities.
- * Information is available to help me do my job effectively.
- * Opportunities are available to provide input.
- * Procedures have been implemented to keep me safe at work.
- * Quality work is expected of me.
- * Collaboration is encouraged and practiced.
- * There are opportunities to discuss my concerns with my campus administrators.
- * Information related to my job is accessible.
- * Staff appreciation is built into the school culture.
- * I am clear about my job responsibilities.
- * Quality work is expected of students.
- * Decisions are data-driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff feedback on the EPS indicates that 88% of staff report they "strongly agree" or "agree" with the following statement: Various forms of feedback are given to me to help me improve my performance.

Root Cause: The instructional team needs to prioritize giving feedback to the staff beyond positive notes and the CF-TESS Appraisal System.

Family and Community Engagement

Family and Community Engagement Strengths

Keith Elementary has very high parent and community involvement. We have an active PTO that hosts several events on campus per year. They arrange campus volunteers who are on campus nearly every day, volunteering in a variety of capacities, from the library to large group support. The campus hosts the Watch DOGS program which engages about 6 dads per week. We have been adopted by two community businesses that are actively engaged and supportive of our campus. Our staff hosts a community outreach event called the Sock Hop that has been in place since Keith Elementary opened its doors in 2004. We host and/or participate in three gifted and talented showcases per year. Additionally, every grade level hosts a parent involvement event to showcase student work. We have an active Facebook page that parents frequently use for campus updates.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our social media use is primarily focused on special events and dress-up days.

Root Cause: We need to increase the presence of academic posts on social media.

Problem Statement 2: We have an active volunteer base, but we do not celebrate or acknowledge their participation through social media.

Root Cause: We need to increase the presence of volunteerism on our social media.

Problem Statement 3: We have a small number of volunteers who are very active, but we need to increase the number of volunteers.

Root Cause: We need to provide volunteer opportunities during school and after school in order to provide opportunities for our working 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Improve the effectiveness of collaborative planning Strategy: Instructional Specialists will collaborate with teachers to set norms and goals for planning time. Principal and Assistant Principal will create a weekly schedule for participating in collaborative planning, and the instructional team will debrief regularly regarding progress. Strategy's Expected Result/Impact: Improved quality of first instruction. Staff Responsible for Monitoring: Principal/ Assistant Principal/ Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Improve campus-wide student tracking Strategy: The instructional team will revise the campus-wide student tracking process to ensure appropriate interventions are being provided and interventionist time is consistently being used effectively. Strategy's Expected Result/Impact: Students will be tracked individually to ensure interventions are provided in a timely manner. Staff Responsible for Monitoring: Principal/ Assistant Principal/ Instructional Specialist/ Testing Coordinator	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: We will help students build deep, conceptual understanding of math concepts. Strategy: All students will complete 30-60 minutes per week within the STMath program. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Math Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Improving Student Engagement: We will add the Name that Book program at Keith. Strategy's Expected Result/Impact: Students will have an additional opportunity for engagement and read more books. Staff Responsible for Monitoring: Principal, Librarian, Name that Book Sponsor	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: We will better advertise our existing extracurricular activities and increase our available spots for participation. Strategy's Expected Result/Impact: More students will participate in extracurricular activities. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: 1-3: 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: 1-3: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 9 Details	Formative Reviews		
Strategy 9: 4-5: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Discontinue
 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

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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished



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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Math Instructional Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will track student progress using a Progress Monitoring Notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: We will help students build deep, conceptual understanding of math concepts. Strategy: All students will complete 30-60 minutes per week within the STMath program. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Math Instructional Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Keith Elementary staff will implement Positive Behavior Interventions and Support (PBIS) through classroom lessons and daily staff-student interactions. PBIS rubrics will be posted in all TFI locations. Strategy's Expected Result/Impact: TFI report will reflect that Keith earned all available rubric points. Staff Responsible for Monitoring: Teachers, Assistant Principals, PBIS team, and Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 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: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary	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 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Frequent communication will be included in the campus newsletter and other formats in order to raise parent awareness of the importance of student daily attendance. Strategy's Expected Result/Impact: Student attendance rate will meet or exceed 96% 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: Student attendance rate will meet or exceed 96% Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

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. Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. Strategy's Expected Result/Impact: Violent incidents will be at 0%. Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will build relationships and use restorative discipline strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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
	 Moderate Progress	 Accomplished	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for exemplary attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Assistant Principals, AP Secretary, Campus Secretary	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will participate in job-targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Professional development opportunities at Keith for the current school year will be individualized based on teacher needs. Increased opportunities for feedback will be an area of focus. Strategy's Expected Result/Impact: Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" that various forms of feedback are given to help improve their performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Staff Development liaison	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will increase our use of social media to display academic content and focus on learning in the classrooms. Strategy's Expected Result/Impact: Parents will have a better understanding of what is happening inside of the classrooms. Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will increase our use of social media to display our volunteers on campus. Strategy's Expected Result/Impact: Parents and the community will see all of the different ways they can participate at our school. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will increase and better advertise opportunities for parents to volunteer during the day and outside of school hours. Strategy's Expected Result/Impact: We will increase our volunteer base. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will use shorter SMS messages in our communications to parents. When needed, we will direct them to longer emails for the details. Strategy's Expected Result/Impact: Parents will be able to get the necessary information without reading a long email. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Julie Clements	Principal (there is only one principal)
Teacher #1	Kelly Dyer	Teacher #1
Teacher #2	Alisha Jackson	Teacher #2
Teacher #3	Stacy Weeks	Teacher #3
Teacher #4	Ashley McGee	Teacher #4
Teacher #5	Stephanie Dyott	Teacher #5
Teacher #6	Cori Reed	Teacher #6
Teacher #7	Shannon VandeBrake	Teacher #7
Teacher #8	Heather Graff	Teacher #8
Other School Leader (Nonteaching Professional) #1	Tiffany Kristynik	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Tara Brown	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Courtney Kaler	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Marla Tolls	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Deborah Bartholomew	Administrator (LEA) #1
Parent #1	Nick Doherty	Parent #1
Parent #2	Christina Pepera	Parent #2
Community Member #1	Charlene Aldridge	Community Member #1
Community Member #2	Stacy Vest	Community Member #2
Business Representative #1	Jenna Bradburn - Heart of Houston Homes	Business Representative #1
Business Representative #2	Lauren Beedie - HEB	Business Representative #2

Addendums

Campus

Keith

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	92%	94%	96%	98%	100%
Meets or Above	72%	75%	78%	81%	84%
Masters Grade Level	40%	43%	46%	49%	52%

2025-26	Target Check
94%	Met District Strategic Target
75%	Met District Strategic Target
43%	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	81%	83%			
African Am.	69%	71%			
Hispanic	74%	76%			
Eco. Dis.	77%	79%			
EB	0%	2%			
SPED	47%	49%			
Highly Mobile	0%	2%			
High Focus	74%	76%			

2025-26	Target Check
83%	Met Reading Board Outcome Target
74%	Met Reading Board Outcome Target
77%	Met Reading Board Outcome Target
80%	Met Reading Board Outcome Target
42%	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
76%	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	72%	74%			
African Am.	65%	67%			
Hispanic	60%	62%			
Eco. Dis.	74%	76%			
EB	0%	2%			
SPED	37%	39%			
Highly Mobile	0%	2%			
High Focus	65%	67%			

2025-26	Target Check
75%	Met Math Board Outcome Target
70%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target
78%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
68%	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	Keith	ES2	All	159	94%	153	96%	81%	132	83%	55%	90	57%
Reading	3	Keith	ES2	Hispanic	35	97%	35	100%	74%	27	77%	46%	16	46%
Reading	3	Keith	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Keith	ES2	Asian	20	100%	20	100%	86%	18	90%	62%	13	65%
Reading	3	Keith	ES2	African Am.	23	92%	22	96%	69%	17	74%	42%	10	43%
Reading	3	Keith	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Keith	ES2	White	73	91%	68	93%	88%	66	90%	62%	46	63%
Reading	3	Keith	ES2	Two or More	8	93%	8	100%	79%	6	75%	57%	5	63%
Reading	3	Keith	ES2	Eco. Dis.	41	95%	40	98%	77%	33	80%	46%	19	46%
Reading	3	Keith	ES2	EB	24	*	20	83%	*	10	42%	*	5	21%
Reading	3	Keith	ES2	At-Risk	33	84%	28	85%	70%	24	73%	44%	15	45%
Reading	3	Keith	ES2	SPED	27	70%	19	70%	47%	14	52%	17%	5	19%
Reading	3	Keith	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Keith	ES2	High Focus	71	89%	65	92%	74%	54	76%	44%	32	45%
Reading	4	Keith	ES2	All	167	95%	160	96%	85%	144	86%	54%	92	55%
Reading	4	Keith	ES2	Hispanic	38	86%	34	89%	75%	30	79%	50%	20	53%
Reading	4	Keith	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Keith	ES2	Asian	22	97%	22	100%	90%	21	95%	74%	17	77%
Reading	4	Keith	ES2	African Am.	27	90%	25	93%	71%	20	74%	29%	8	30%
Reading	4	Keith	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Keith	ES2	White	66	99%	66	100%	90%	61	92%	55%	37	56%
Reading	4	Keith	ES2	Two or More	14	89%	13	93%	78%	12	86%	56%	9	64%
Reading	4	Keith	ES2	Eco. Dis.	47	92%	44	94%	77%	37	79%	41%	20	43%
Reading	4	Keith	ES2	EB	31	75%	24	77%	63%	20	65%	*	5	16%
Reading	4	Keith	ES2	At-Risk	41	84%	35	85%	69%	29	71%	36%	15	37%
Reading	4	Keith	ES2	SPED	34	61%	21	62%	35%	12	35%	*	5	15%
Reading	5	Keith	ES2	All	194	93%	186	96%	78%	159	82%	45%	90	46%
Reading	5	Keith	ES2	Hispanic	37	91%	34	92%	75%	28	76%	40%	15	41%
Reading	5	Keith	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Keith	ES2	Asian	36	94%	35	97%	88%	32	89%	59%	22	61%
Reading	5	Keith	ES2	African Am.	21	89%	19	90%	54%	12	57%	34%	8	38%
Reading	5	Keith	ES2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Keith	ES2	White	89	96%	87	98%	86%	78	88%	50%	45	51%
Reading	5	Keith	ES2	Two or More	9	100%	9	100%	73%	7	78%	45%	4	44%
Reading	5	Keith	ES2	Eco. Dis.	43	91%	40	93%	72%	34	79%	30%	13	30%
Reading	5	Keith	ES2	EB	32	53%	19	59%	33%	11	34%	*	5	16%
Reading	5	Keith	ES2	At-Risk	62	85%	54	87%	62%	40	65%	25%	16	26%
Reading	5	Keith	ES2	SPED	26	75%	20	77%	25%	7	27%	*	3	12%
Math	3	Keith	ES2	All	159	93%	150	94%	72%	120	75%	38%	62	39%
Math	3	Keith	ES2	Hispanic	35	91%	33	94%	60%	22	63%	29%	11	31%
Math	3	Keith	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Keith	ES2	Asian	20	100%	20	100%	90%	19	95%	38%	8	40%
Math	3	Keith	ES2	African Am.	23	85%	20	87%	65%	16	70%	19%	8	35%
Math	3	Keith	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Keith	ES2	White	73	95%	72	99%	76%	58	79%	47%	36	49%
Math	3	Keith	ES2	Two or More	8	86%	7	88%	64%	5	63%	50%	4	50%
Math	3	Keith	ES2	Eco. Dis.	41	90%	38	93%	74%	32	78%	28%	12	29%

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	Keith	ES2	EB	24	*	20	83%	*	10	42%	*	5	21%
Math	3	Keith	ES2	At-Risk	33	88%	30	91%	58%	20	61%	24%	9	27%
Math	3	Keith	ES2	SPED	27	73%	21	78%	37%	11	41%	*	5	19%
Math	3	Keith	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Keith	ES2	High Focus	71	89%	65	92%	65%	48	68%	26%	20	28%
Math	4	Keith	ES2	All	167	89%	155	93%	71%	120	72%	43%	73	44%
Math	4	Keith	ES2	Hispanic	38	83%	34	89%	61%	25	66%	25%	11	29%
Math	4	Keith	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Keith	ES2	Asian	22	87%	20	91%	87%	19	86%	77%	18	82%
Math	4	Keith	ES2	African Am.	27	76%	23	85%	43%	13	48%	*	6	22%
Math	4	Keith	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Keith	ES2	White	66	94%	65	98%	76%	52	79%	48%	34	52%
Math	4	Keith	ES2	Two or More	14	89%	13	93%	78%	11	79%	*	5	36%
Math	4	Keith	ES2	Eco. Dis.	47	82%	40	85%	51%	26	55%	15%	8	17%
Math	4	Keith	ES2	EB	31	63%	21	68%	63%	20	65%	*	5	16%
Math	4	Keith	ES2	At-Risk	41	75%	32	78%	55%	23	56%	32%	14	34%
Math	4	Keith	ES2	SPED	34	55%	20	59%	36%	13	38%	*	5	15%
Math	5	Keith	ES2	All	194	86%	181	93%	57%	133	69%	28%	64	33%
Math	5	Keith	ES2	Hispanic	37	81%	32	86%	55%	24	65%	19%	8	22%
Math	5	Keith	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Keith	ES2	Asian	36	94%	36	100%	84%	34	94%	47%	18	50%
Math	5	Keith	ES2	African Am.	21	71%	16	76%	38%	11	52%	15%	5	24%
Math	5	Keith	ES2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Keith	ES2	White	89	91%	86	97%	57%	56	63%	33%	31	35%
Math	5	Keith	ES2	Two or More	9	91%	9	100%	45%	6	67%	*	4	44%
Math	5	Keith	ES2	Eco. Dis.	43	78%	36	84%	48%	23	53%	20%	9	21%
Math	5	Keith	ES2	EB	32	47%	17	53%	*	8	25%	*	4	13%
Math	5	Keith	ES2	At-Risk	62	71%	48	77%	36%	25	40%	17%	12	19%
Math	5	Keith	ES2	SPED	26	46%	14	54%	*	7	27%	*	3	12%
Science	5	Keith	ES2	All	194	85%	181	93%	52%	122	63%	28%	65	34%
Science	5	Keith	ES2	Hispanic	37	77%	31	84%	40%	18	49%	23%	10	27%
Science	5	Keith	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Keith	ES2	Asian	36	91%	35	97%	75%	29	81%	63%	24	67%
Science	5	Keith	ES2	African Am.	21	74%	17	81%	31%	8	38%	*	5	24%
Science	5	Keith	ES2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Keith	ES2	White	89	95%	89	100%	62%	60	67%	28%	29	33%
Science	5	Keith	ES2	Two or More	9	73%	7	78%	45%	5	56%	*	3	33%
Science	5	Keith	ES2	Eco. Dis.	43	75%	35	81%	49%	23	53%	25%	13	30%
Science	5	Keith	ES2	EB	32	47%	17	53%	*	8	25%	*	3	9%
Science	5	Keith	ES2	At-Risk	62	76%	51	82%	38%	27	44%	19%	15	24%
Science	5	Keith	ES2	SPED	26	61%	17	65%	21%	7	27%	*	3	12%

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.