

Cypress-Fairbanks Independent School District

Post Elementary School

2025-2026



Mission Statement

It is the purpose and mission of Post Elementary, in a joint effort with faculty, staff, and parents, to provide all children an education which promotes academic, social, moral, physical, and emotional growth. We are firmly committed to establishing an environment whereby every child receives support and encouragement in fostering a healthy self-concept and which confirms our belief that all children can learn. It is our expectation that providing children with this educational opportunity will help insure that each child will become a contributing and responsible member of society.

Vision

RISE: Respect. Integrity. Safety. Effort.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Post Elementary is a campus in Houston, Texas. Post opened its doors in 1960. Post is projected to serve 775 students in grades PK - 5th grades during the 2025-2026 school year, which is a decrease from the previous year of 33 students in 2024-2025.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Post'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 30, 2025 and again on September 5, 2025 to review and revise the CNA as needed. The first meeting was held at 11:30 in the Post cafeteria and the second meeting was held in the Post library at 8:00 a.m. We plan to meet again on November 7, 2025, February 6, 2026 and May 29, 2026 to review and revise the CNA as needed.

At the first meeting on May 30, 2025, Dr. Stockton we reviewed all of our EOY data (EPS, EOY, Discipline) and needs assessment. We determined that our 5th reading, math and science data decreased significantly we would start interventions earlier in the year in addition to asking for district coaching support.

At the second meeting on September 5, 2025, the CPOC committee discussed the purpose of the CPOC Committee and introduced our district and community representatives. We reviewed our STAAR CIP Target data charts and realized our AA, EB and At-Risk populations performed below our targets. We decided on a plan to focus on these subpops and plan for small groups and additional resources.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

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 30, 2025, and again on September 5, 2025. The meetings were held in the cafeteria and library. We plan to meet again on November 7, 2025, February 6, 2026 and May 29, 2026 to review and revise the CNA as needed.

At the first meeting on May 30, 2025:

Dr. Stockton took staff through the evaluation of each strategy in our CIP. All goals were exceeded or accomplished. We conducted 25-26 Needs Assessment. Dr. Stockton facilitated needs assessment for 2-5 Math. • Math Strengths Identified: Small Group Instruction, Fact Fluency • Math Needs Identified: Academic Discourse and Mathematical Collaboration within the math block, word problem comprehension. • KS: 2nd grade math is very rigorous and is an area we are working on. Dr. Stockton facilitated needs assessment for 2-5 ELAR. • ELAR Strengths Identified: Foundational Skills / Decoding, Generate a central idea for an ECR and stay on topic throughout. • ELAR Needs Identified: Read independently for a sustained period of time, revise and edit drafts • KS: These scores align with our STAAR scores from last year. Dr. Stockton facilitated needs assessment for Primary. • Identified Strengths: K: Letter names, Letter Sounds, Counting to 20, Compose/Decompose to 10, Geometry; 1st: Word Reading (HFW), Letter sounds, measurements, financial literacy • Identified Needs: K: Phonemic Segmentation, More/Less Comparing Numbers, Vocabulary, Student Discourse, Reading Small Group Instruction; 1st: Letter names, decoding, balancing equations, add/subtract, vocabulary, Reading Small Group Instruction Dr. Stockton facilitated needs assessment for behavior. • Identified Strengths: Common PBIS language used throughout the building. • Identified Needs: Correct, redirect, and reinforce the expected behaviors. • PBIS is so important and we need to do it with fidelity. • Our students know what to do, but it is often move-ins that need to learn the routines, procedures and expectations of the campus. Begin 25-26 Campus Improvement Plan Math Strategy: Vertical alignment Professional Development to support teacher knowledge.. Dedicating time during PLC's to plan for Academic Discourse (turn and talks, think pair shares) into lessons. Spending time in planning to incorporate partner practices or table work. Analyzing data on Spiral to Mastery and using resources from Visualization PD to inform best practices for word problem comprehension. • We have plans for next year to vertically align across all grade levels and subjects for next year. ELAR Strategy: Balance independent reading between online and paperback texts. Implement reading logs with teacher conferring. Organize and update classroom libraries for student use. Implement 5 minute quick edits, with teacher conferring, when drafting. Look at student writing samples during PLC to find trends to reteach in small groups. Find and create hands-on experiences to make learning stick. • Primary Strategy: Increase rigor in math instruction to create alignment between K-2. Increase vocabulary instruction in all content areas. Dedicate PLC time to planning/ learning about small group instruction in reading and math. Provide professional development in the area of small group instruction. • KS: We know we're doing small groups, but this strategy is about what we are doing during small groups and meeting the individual needs of the students. Behavior Strategy: Use of matrix to review, practice, and model the expectations through the pre-corrections, morning meetings, and reinforcing the expected behaviors. Discuss and complete 25-26 Title I preliminary planning budget. Campus has not received the preliminary title I budget for planning purposes.

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

- STAAR
- Behavior
- EPS
- EOY Benchmarks/Reading Levels

At the second meeting on September 5, 2025, the CPOC:

Topic 1: Purpose of CPOC (slides) - Dr. Stockton welcomed everyone and introduced new district and parent members - Lindsey Sykes, Kierston - Brian Miedke - Dr. Stockton shared the slides to explain the purpose of the CPOC committee - Explained the various membership requirements for CPOC - If you were on the committee before, you have plan for learning; Dr. Stockton has not invited members yet, but invites will be sent prior to the November meeting. - We evaluate in November, February and May to review progress towards goals. Topic 2: Finalize the Comprehensive Needs Assessment - Dr. Stockton reviewed STAAR data. We earned an 86 (B), last year we were an 86, so we maintained our grade. We earned distinctions. We have made great progress. - Dr. Stockton shared the 25-26 Campus Instructional Focus Plan; This plan was created by the administrative team over the summer. - The main concern is Student Achievement. We know that incremental growth is important, and we measure this with STAAR, but our primary grades are just as important to this goal. - Mobility 19.7% and expect to see that increase this year. - Attendance rate 93.6% - Discipline Referrals was moderate - Interventions: - Strong PTO - Interventionist - Serving teachers by providing formal/informal feedback - As a Title I campus, we also have additional funds to support these interventions - Root Cause Analysis: - SPED population continues to grow - Mobility Rate continues to rise; new students significantly behind - Student achievement is our lowest scoring domain for the second year - Instructional focus statement - Strengthening tier 1 instruction in 5th grade reading and math with a focus on our EB and SPED students - Strategies - Teacher observations/coaching - Monthly meetings with SPED teachers to vertically align - Purposeful planning twice a week with focus on small group instruction - Misty Finch: Can I make a comment on #1 key strategy? I walked in on our ISS and TC about a calibration walk that they did and they were reviewing the work they saw. It was very heartwarming. Topic 3: Review suggested CIP strategies and obtain committee feedback and approval - CIP strategies are still in progress Topic 4: Review and Discuss the 2025-2026 Parent and Family Engagement Policy • Jill Miedke, Instructional Specialists presented the policy that Post created • She further explained funding and the guidelines; part of the Title I budget goes to Parent and Family Engagement • Family meetings - required to have 2 ○ August 16, 2025 in the library ○ Next one will be virtual Jill and Morgan Burcham, Testing Coordinator, are part of the PTO and create a bridge between the campus and PTO. The Curriculum nights were so successful, we are having two this year - one in the fall and one in the spring. We have a goal to get parents in the building and make it meaningful for parents. Parents Events include: Bi-monthly parent work days, Winter Wonderland, Family Fun Night Parent/Home Agreement will be given out to parents at conferences. Handouts were provided of all the events that were provided last year.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem in the area of **student achievement** is our SPED population continues to grow and the varied needs of student deficiencies makes it challenging to support them.

Through the root cause analysis process, we identified the need for district coaches to provide additional support and PD to ensure we close the learning gaps.

Our second identified priority problem in the area of **student achievement** is our mobility rate continues to rise and the new students are significantly behind.

Through the root cause analysis process, we identified that interventionists will begin in October to support the gaps of students who have not been in CFISD or are from out of state.

Our third identified priority problem is in the area of attendance and we fell below the district goal of 95% with 93.6%.

Through the root cause analysis process, we identified the need to contact parents, create attendance plans and celebrate perfect attendance.

Student Achievement

Student Achievement Strengths

Post earned a B rating for the second year in a row! We have a strong PTO and VIPs Community who support our school monetarily, volunteering and serving as Interventionists. Our main initiative is supporting teachers by provided formal and informal feedback throughout the year. We hire temporary workers in October to start providing Reading, Math and Science support to students in need.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our SPED population continues to grow and the varied needs of student deficiencies make it challenging to support them.

Root Cause: Instructional Focus Root Cause #1: District coaches will provide additional support and PD to ensure we close the learning gaps.

Problem Statement 2: Instructional Focus Problem #2: Our mobility rate continues to rise and the new students are significantly behind.

Root Cause: Instructional Focus Root Cause #2: Interventionists will begin in October to support the gaps of students who have not been in CFISD or are from out of the state.

Problem Statement 3: Instructional Focus Problem #3: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Instructional Focus Root Cause #3: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Behavior Specialists and Testing Coordinator.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- EPS ranges from 96 - 100%
- Increased positivity and culture on campus
- Parents feel students are welcomed and safe
- Common PBIS language and visuals reinforced throughout campus
- Quality work expected
- Safe work environment
- Information related to job is accessible
- Frequent celebrations and recognition of staff

Problem Statements Identifying School Culture and Climate Needs

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

- Retained both Counselors, both Behavior Interventionists, Testing Coordinator and three Instructional Specialists.
- One of our strengths is the experience level of our teachers.
- We identify the needs of our students and provide staff development for our teachers.
- We are building teachers' capacity and growth by providing coaching. Teachers are given a coach (who is not their appraiser) to set a collaborative goal, a time to meet, develop a plan for improvement and are provided timely and specific feedback.
- New teachers to Post are given a mentor in which they participate in monthly Mentor/Mentee meetings to discuss various topics.
- Administrators attend and support PLCs.

Family and Community Engagement

Family and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- Meet the Teacher
- Open House
- Field Day
- Winter Wonderland
- Family Fun Night
- Grade level activities
- Watch Dog Dads
- Library Volunteers
- PTO
- SRC Animal Presentations
- Field Trips

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: To close learning gaps with a focus on our SPED students. Strategy: RLA: Teachers will analyze formative and summative data to design targeted, differentiated instruction for small groups. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, APs, ISs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: To close learning gaps with a focus on newly enrolled students. Strategy: Interventionists will begin in October to support learning gaps of students who have not been in CFISD or are from out of the state. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, APs, ISs	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: To close achievement gaps with a focus on economically disadvantaged/at-risk students. Strategy: We will deepen academic understandings/build schema with a focus on economically disadvantaged/at-risk students, and we will provide supplemental staffing support, such as: Class size reduction teachers, Behavior Specialists, and Testing Coordinator. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, APs, ISs	Formative		
	Nov	Feb	May
	 Some 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	 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: 1. Implement a weekly social media campaign called "Thoughtful Thursday" to recognize and celebrate staff contributions, promote positive school culture, and strengthen connections between the school, staff, and community. 2. Implement a "Community Highlights" initiative on social media and newsletters to regularly feature local partners, volunteers, and alumni who contribute to the school's mission. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: ISs, TC	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: Salaries: 1 Testing Coordinator schoolwide testing and 1 Behavior Interventionist to assist with behavior and PBIS. Professional Development: Sending three teachers to TLI and three to CKH. Instructional Supplies: Classroom supplies such as paper, Chromebook chargers, and other office supplies will help provide students with the supplies they need to be successful in class. Math/Reading/Science Interventionists: Pay for these teachers to pull 3rd - 5th at-risk student groups based on STAAR/Benchmark data. Parental Involvement: We will increase parent involvement throughout the year with events like Winter Wonderland and Spring Fling. In addition, we will provide Field Trips for every grade level. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
	 No Progress	 Moderate Progress	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: We will hire temporary workers to pull small groups. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Principal, APs, ISs	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: 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. Staff Responsible for Monitoring: Principal, APs, ISs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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: We will use district and campus data to differentiate math instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: APs, ISs, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 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 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: Students, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. Strategy's Expected Result/Impact: Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills. Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment. Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP Coordinator, Teachers, Administrative Team, Safety Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 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

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	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 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. To reduce violent incidents on campus, we will implement strategies and tools such as behavior contracts with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons facilitated by BIs or counselors. Strategy's Expected Result/Impact: Violent incidents will continue to be at 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 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. Students with significant behavioral difficulties are monitored closely by the behavior interventionist with the collaborative effort of teachers, paraprofessionals, counselors, and administrators by implementing strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative circles, social skills lessons, and activity-based reinforcer schedule based on individualized needs. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 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
	 Some 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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal/APs/Campus Secretary	Formative		
	Nov	Feb	May
	Some Progress	Some Progress	Some Progress
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Implement a weekly social media campaign called "Thoughtful Thursday" to recognize and celebrate staff contributions, promote positive school culture, and strengthen connections between the school, staff, and community. To engage parents who are not regularly involved, we will build personal relationships through positive phone calls and personal invitations. Strategy's Expected Result/Impact: To engage parents who are not regularly involved	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Implement a "Community Highlights" initiative on social media and newsletters to regularly feature local partners, volunteers, and alumni who contribute to the school's mission. We'll offer inclusive, low-stress events at flexible times and communicate using multiple accessible platforms, including texts and translated materials. Recognizing barriers like work schedules or transportation, we'll provide alternative involvement options such as virtual participation or non-academic roles. Strategy's Expected Result/Impact: By creating a welcoming, judgment-free environment and celebrating small wins, we aim to build trust and increase family engagement over time.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Promote student activities in our Morning Meetings and Friday Folders. Strategy's Expected Result/Impact: Increased Parent Involvement. Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Provide information on activities in the community through weekly communication folders and invite community based groups to school events. Strategy's Expected Result/Impact: Improved Parent and Community Engagement Staff Responsible for Monitoring: Administrative Secretary, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Karen Stockton	Principal (there is only one principal)
Teacher #1	Rachelle Williams	Teacher #1
Teacher #2	Vallerie Aguilar	Teacher #2
Teacher #3	Monica Rodriguez	Teacher #3
Teacher #4	Elyse Truong	Teacher #4
Teacher #5	Christian Whaley	Teacher #5
Teacher #6	Allison Weaver	Teacher #6
Teacher #7	Theresa Fuller	Teacher #7
Teacher #8	Alicia Guillote	Teacher #8
Other School Leader (Nonteaching Professional) #1	Amber Colchado	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Misty Finch	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Rachel Dunn	Counselor
Other School Leader (Nonteaching Professional) #4	Starlett Moed	Counselor
Paraprofessional #1	Sabrina Holmes	Paraprofessional #1
Paraprofessional #2	Lisa Aden	Paraprofessional #2
Administrator (LEA) #1	Lindsay Sipes	Administrator (LEA) #1
Administrator (LEA) #2	Keirstin Secrest	Administrator (LEA) #2
Parent #1	Brian Miedke	Parent #1
Parent #2	Larkay James	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Post

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	77%	79%	81%	83%	85%
Meets or Above	52%	55%	58%	61%	64%
Masters Grade Level	22%	25%	28%	31%	34%

2025-26	Target Check
74%	Did not meet District Strategic Target
51%	Did not meet District Strategic Target
28%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	57%	59%			
African Am.	62%	64%			
Two or More	25%	27%			
Eco. Dis.	47%	49%			
EB	36%	38%			
SPED	15%	17%			
Highly Mobile	50%	52%			
High Focus	46%	48%			

2025-26	Target Check
59%	Met Reading Board Outcome Target
63%	Did not meet Reading Target
43%	Met Reading Board Outcome Target
49%	Did not meet Reading Target
39%	Met Reading Board Outcome Target
56%	Met Reading Board Outcome Target
100%	Met Reading Board Outcome Target
48%	Did not meet Reading Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	49%	51%			
African Am.	38%	40%			
Two or More	44%	46%			
Eco. Dis.	35%	37%			
EB	20%	22%			
SPED	19%	21%			
Highly Mobile	0%	2%			
High Focus	36%	38%			

2025-26	Target Check
51%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
29%	Did not meet Math Target
37%	Did not meet Math Target
22%	Met Math Board Outcome Target
22%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
38%	Did not meet Math 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	Post	ESS	All	113	79%	92	81%	57%	67	59%	29%	35	31%
Reading	3	Post	ESS	Hispanic	56	74%	43	77%	56%	32	57%	23%	15	27%
Reading	3	Post	ESS	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Post	ESS	Asian	5	*	4	80%	*	2	40%	*	2	40%
Reading	3	Post	ESS	African Am.	32	86%	28	88%	62%	20	63%	*	10	31%
Reading	3	Post	ESS	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	3	Post	ESS	White	12	88%	11	92%	75%	9	75%	63%	8	67%
Reading	3	Post	ESS	Two or More	7	75%	5	71%	*	3	43%	*	0	0%
Reading	3	Post	ESS	Eco. Dis.	84	70%	60	71%	47%	41	49%	18%	17	20%
Reading	3	Post	ESS	EB	36	56%	21	58%	36%	14	39%	*	3	8%
Reading	3	Post	ESS	At-Risk	41	65%	28	68%	47%	20	49%	12%	6	15%
Reading	3	Post	ESS	SPED	27	46%	13	48%	*	15	56%	*	3	11%
Reading	3	Post	ESS	Highly Mobile	1	*	1	100%	*	1	100%	*	0	0%
Reading	3	Post	ESS	High Focus	98	73%	74	76%	46%	47	48%	16%	18	18%
Reading	4	Post	ESS	All	120	89%	109	91%	74%	91	76%	36%	46	38%
Reading	4	Post	ESS	Hispanic	68	89%	62	91%	70%	49	72%	32%	28	41%
Reading	4	Post	ESS	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Post	ESS	Asian	3	*	3	100%	*	3	100%	*	1	33%
Reading	4	Post	ESS	African Am.	24	79%	20	83%	53%	18	75%	32%	8	33%
Reading	4	Post	ESS	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Post	ESS	White	15	96%	15	100%	93%	14	93%	44%	7	47%
Reading	4	Post	ESS	Two or More	9	*	8	89%	*	6	67%	*	2	22%
Reading	4	Post	ESS	Eco. Dis.	68	85%	59	87%	69%	48	71%	30%	22	32%
Reading	4	Post	ESS	EB	39	78%	31	79%	52%	21	54%	*	5	13%
Reading	4	Post	ESS	At-Risk	48	84%	42	88%	59%	30	63%	22%	15	31%
Reading	4	Post	ESS	SPED	29	67%	20	69%	52%	16	55%	*	3	10%
Reading	5	Post	ESS	All	124	68%	87	70%	49%	67	54%	32%	42	34%
Reading	5	Post	ESS	Hispanic	65	65%	44	68%	48%	32	49%	29%	20	31%
Reading	5	Post	ESS	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Reading	5	Post	ESS	Asian	5	71%	4	80%	71%	4	80%	*	1	20%
Reading	5	Post	ESS	African Am.	18	75%	14	78%	42%	8	44%	25%	5	28%
Reading	5	Post	ESS	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Post	ESS	White	28	60%	18	64%	60%	17	61%	50%	15	54%
Reading	5	Post	ESS	Two or More	6	75%	5	83%	*	4	67%	*	0	0%
Reading	5	Post	ESS	Eco. Dis.	73	68%	51	70%	47%	35	48%	27%	21	29%
Reading	5	Post	ESS	EB	32	53%	18	56%	29%	10	31%	*	2	6%
Reading	5	Post	ESS	At-Risk	66	53%	36	55%	28%	20	30%	12%	9	14%
Reading	5	Post	ESS	SPED	26	*	13	50%	*	15	58%	*	2	8%
Math	3	Post	ESS	All	113	73%	85	75%	49%	58	51%	23%	28	25%
Math	3	Post	ESS	Hispanic	56	71%	41	73%	47%	28	50%	19%	14	25%
Math	3	Post	ESS	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Post	ESS	Asian	5	*	5	100%	*	4	80%	*	1	20%
Math	3	Post	ESS	African Am.	32	67%	22	69%	38%	13	41%	*	5	16%
Math	3	Post	ESS	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	3	Post	ESS	White	12	88%	11	92%	75%	10	83%	63%	8	67%
Math	3	Post	ESS	Two or More	7	67%	5	71%	*	2	29%	*	0	0%
Math	3	Post	ESS	Eco. Dis.	84	66%	57	68%	35%	31	37%	9%	9	11%

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	Post	ES5	EB	36	48%	18	50%	20%	8	22%	*	2	6%
Math	3	Post	ES5	At-Risk	41	61%	26	63%	32%	14	34%	12%	6	15%
Math	3	Post	ES5	SPED	27	33%	10	37%	19%	6	22%	*	0	0%
Math	3	Post	ES5	Highly Mobile	1	*	1	100%	*	1	100%	*	0	0%
Math	3	Post	ES5	High Focus	98	65%	66	67%	36%	37	38%	9%	11	11%
Math	4	Post	ES5	All	120	78%	96	80%	55%	68	57%	31%	40	33%
Math	4	Post	ES5	Hispanic	68	71%	53	78%	48%	36	53%	19%	19	28%
Math	4	Post	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	4	Post	ES5	Asian	3	*	3	100%	*	2	67%	*	0	0%
Math	4	Post	ES5	African Am.	24	61%	17	71%	33%	10	42%	*	5	21%
Math	4	Post	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Post	ES5	White	15	96%	15	100%	81%	13	87%	70%	12	80%
Math	4	Post	ES5	Two or More	9	*	7	78%	*	6	67%	*	4	44%
Math	4	Post	ES5	Eco. Dis.	68	72%	50	74%	46%	33	49%	21%	16	24%
Math	4	Post	ES5	EB	39	56%	23	59%	33%	14	36%	*	2	5%
Math	4	Post	ES5	At-Risk	48	65%	32	67%	32%	17	35%	9%	5	10%
Math	4	Post	ES5	SPED	29	62%	19	66%	43%	13	45%	*	0	0%
Math	5	Post	ES5	All	124	57%	73	59%	31%	41	33%	14%	20	16%
Math	5	Post	ES5	Hispanic	65	55%	37	57%	31%	22	34%	12%	13	20%
Math	5	Post	ES5	Am. Indian	2	*	1	50%	*	0	0%	*	0	0%
Math	5	Post	ES5	Asian	5	*	2	40%	*	0	0%	*	0	0%
Math	5	Post	ES5	African Am.	18	56%	10	56%	*	2	11%	*	2	11%
Math	5	Post	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Post	ES5	White	28	67%	19	68%	56%	17	61%	*	5	18%
Math	5	Post	ES5	Two or More	6	75%	4	67%	*	0	0%	*	0	0%
Math	5	Post	ES5	Eco. Dis.	73	56%	42	58%	26%	21	29%	13%	11	15%
Math	5	Post	ES5	EB	32	42%	14	44%	18%	7	22%	*	1	3%
Math	5	Post	ES5	At-Risk	66	40%	28	42%	13%	10	15%	6%	5	8%
Math	5	Post	ES5	SPED	26	*	9	35%	*	10	38%	*	0	0%
Science	5	Post	ES5	All	124	63%	81	65%	29%	39	31%	16%	22	18%
Science	5	Post	ES5	Hispanic	65	62%	42	65%	26%	18	28%	15%	13	20%
Science	5	Post	ES5	Am. Indian	2	*	1	50%	*	0	0%	*	0	0%
Science	5	Post	ES5	Asian	5	86%	4	80%	*	0	0%	*	1	20%
Science	5	Post	ES5	African Am.	18	56%	10	56%	*	4	22%	*	2	11%
Science	5	Post	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Post	ES5	White	28	67%	19	68%	56%	16	57%	*	5	18%
Science	5	Post	ES5	Two or More	6	75%	5	83%	*	1	17%	*	1	17%
Science	5	Post	ES5	Eco. Dis.	73	62%	47	64%	23%	18	25%	12%	10	14%
Science	5	Post	ES5	EB	32	53%	18	56%	*	0	0%	*	0	0%
Science	5	Post	ES5	At-Risk	66	51%	35	53%	13%	10	15%	*	2	3%
Science	5	Post	ES5	SPED	26	32%	9	35%	*	13	50%	*	0	0%

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.