

Cypress-Fairbanks Independent School District

Reed Elementary School

2025-2026



Mission Statement

At Reed Elementary we will meet the needs of all learners by providing the tools they need to be successful in a variety of learning settings.

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Reed Elementary is a campus in Houston, Texas. Reed Elementary is projected to serve 830 students in grades EC - 5th during the 2025-26 school year, which is a decrease from the previous year of 852.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Reed Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 15, 2025, and again on September 17, 2025. The meetings were held in the Reed Elementary library.

We plan to meet again on November 19, 2025, February 18, 2026, and May 20, 2026 to review and revise the CNA as needed.

At the first meeting on May 15, 2025: The CPOC committee reviewed the CIP Strategy progress and summative evaluation for the 2024 - 2025 data. The committee conducted the 2025 - 2026 Needs Assessment by analyzing data to determine strengths, problems, root causes, and strategies.

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

- EOY MAP data for math, science, and reading
- EOY MClass scores
- District Assessment data for grades PreK through 5th and all content areas.
- Attendance data

- Discipline data

At the second meeting on September 17, 2025, the CPOC: The committee discussed the purpose of the committee. The committee reviewed the available STAAR data and the Campus Needs Assessment completed in May. The CNA was updated to include the STAAR data. The committee reviewed the 2024-2025 strategies, edited, and added strategies for the 2025 - 2026 Campus Improvement Plan.

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 the third grade math scores were significantly lower than previous years with only 58% meeting the approaches or higher achievement level. Through the root cause analysis process, we identified that we did not have a system to clearly predict and mitigate the gaps in the third grade student data.

Our second identified priority problem in the area of **student achievement** is African American students are not making gains in the Meets and Masters performance levels in reading and math. Through the root cause analysis process, we identified targeted small group instruction was not used consistently or effectively to target the needs of this student group.

Our third identified priority problem is in the area of student attendance falling below the target of 95% with an average of 94%. Through the root cause analysis process, we identified infidelity to incentives and family communication failed to change student attendance rates.

Student Achievement

Student Achievement Strengths

Rating improved from an overall score of 79 in 2024 to an 81 in 2025, earning Reed Elementary a B rating in state accountability.

Scores in 3rd, 4th, and 5th grade reading all met or exceeded the cluster comparison group average.

Scores in 4th and 5th grade math all met or exceeded the cluster comparison group average.

Scores in 5th grade science met or exceeded the cluster comparison group average.

First and third marking period, Reed met the attendance goal of 95%.

Third and fourth graders met the goal of 80% approaches performance level and 50% meets performance levels for the RLA STAAR.

Kindergarten, first grade, and fifth grade were higher than the 21st-40th percentile on the EOY Reading MAP.

In math EOY MAP scores, Reed's economically disadvantaged students surpassed the district average of 62% by performing at 67% in the approaches performance level. Fourth grade students receiving special education services surpassed the district average of 16% by performing at 19% in the approaches performance level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Third grade math scores were significantly lower than previous years with only 58% meeting the approaches or higher achievement level.

Root Cause: Instructional Focus Root Cause #1: We did not have a system to clearly predict and mitigate the gaps in the third grade student data.

Problem Statement 2: Instructional Focus Problem #2: Student attendance falls below the target of 95% with an average of 94%.

Root Cause: Instructional Focus Root Cause #2: Infidelity to incentives and family communication failed to change student attendance rates.

Problem Statement 3: Instructional Focus Problem #3: African American students are not making gains in the Meets and Masters performance levels in reading and math.

Root Cause: Instructional Focus Root Cause #3: Targeted small group instruction was not used consistently or effectively to target the needs of this student group.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Testing Coordinator, Reading Interventionists, and an instructional paraprofessional.

School Culture and Climate

School Culture and Climate Strengths

First marking period met the target of 95% of students in attendance.

Third marking period met the target of 95% of students in attendance.

Grades 1 - 5 consistently met the goal of 95% of students in attendance for the entire year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students in EE, prek, and kindergarten have lower attendance rates bringing the overall average below the target of 95% for the campus.

Root Cause: Parent education on the importance of attendance is lacking from our staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Based on the Employee Perception Survey:

94% of respondents felt their job responsibilities are clear, employees have an opportunity to provide input, and had opportunities to discuss concerns with administrators.

96% of respondents felt the campus makes data-driven decisions, quality work is expected of students, staff appreciation is built in to the campus culture, collaboration is encouraged, they feel safe at work, and have opportunities for growth available.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 88% of staff members feel they have opportunities for feedback to improve performance.

Root Cause: Administrators have not utilized the WeClimb system effectively, nor have we developed a system for para feedback.

Family and Community Engagement

Family and Community Engagement Strengths

Parent involvement shifted from a limited number of adults in 2024 to a wider parent group with the implementation of a VIPs committee.

Instagram and Facebook are frequented by parents and eliminated the need for other social media platforms not utilized.

Parents are using the Reed webpage with greater interest.

We have implemented home learning optional activities to help families talk and learn together to strengthen the home/school connection.

STAAR night, parent readers, volunteer opportunities, CyberSecurity Night, Family Game Night (RLA Focus) and Learning Lollapalooza (STEM Night) have increased parent engagement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents sign up to volunteer but do not follow through to attend the events.

Root Cause: Staff members are not connecting/building relationships to encourage parents to volunteer.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning. Strategy: Students will participate in differentiated small group instruction. Teachers will include these groups in lesson plans each week. Strategy's Expected Result/Impact: Student groups, including African American and EB, will grow in their performance levels based on district and state assessment data. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning. Strategy: Teacher data digs will be held after each major assessment to address student gaps and immediate remediation. Teachers will address gaps through student goal setting documentation. The principal and assistant principals will attend data digs. We will identify areas of concern, student gaps and teacher capacity, and address them sooner in the year. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning. Strategy: Teacher planning sessions will follow a set agenda aimed at rigorous instruction. The principal and assistant principals will attend planning sessions. Strategy's Expected Result/Impact: Rigorous planning will increase teacher capacity and increase the effectiveness of first instruction. Student achievement will increase with rigorous planning processes. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists	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
	 Moderate Progress	 Considerable	 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: Chess, Choir, Bowling, STEM night (Learning Lollapalooza), Reading Game Night, Field Day, Western Day, and Art after School Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: Staff Salaries: The testing coordinator, Reading interventionist, half of another reading interventionist and one instructional para will assist with meeting our students' goals in all content areas. Extra Duty Pay: Staff members will be paid for extended tutoring and professional development outside the traditional school day to assist in meeting the targets listed in the CIP. Parent Engagement: We will increase parent involvement through opportunities like Curriculum Night, Reading Game Night, Learning Lollapalooza, STAAR night, Cyber Information Parent Night, and WATCH DOGs. Instructional Supplies: Supplies to increase engagement and differentiation will support the goals of academic growth in all content areas. Field Trip Admissions & Buses: Field trips will provide hands-on experiences aligned with the TEKS for each grade level and support the growth for student goals in all academic areas listed in the CIP. Library Books: We will increase circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. Temporary Workers: Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. Contracted Services: Contracted services will offer students extensions to their every day learning provided hands-on learning opportunities to support curriculum. Conference Fees/Professional Development: All staff members will attend local and state level conferences and professional development to strengthen behavioral and instructional practices to meet the goals set in the CIP. PBIS Supplies - Students will earn incentives using the PBIS cash. An emphasis on incentives will assist with behavioral goals as listed in the CIP. PAFE: Parent and Family Engagement - Increase parent involvement with student academics and participation in school activities. Substitutes: Substitutes will be provided for staff data digs and professional development to increase student outcomes. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Students will be afforded the opportunity to participate in grade-specific extra-curricular activities; Soccer Stars, Spanish Class, Chess, Bowling, Choir, WeVideo Certification, Art After School Strategy's Expected Result/Impact: Students will have a greater connection to the campus culture by being included in activities that meet their interests. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Create a weekly newsletter featuring student celebrations, growth, and upcoming opportunities for students. Strategy's Expected Result/Impact: Students will be celebrated and have a greater connection to the campus, to their own goals, and to the collective success of their classes. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

- Evaluation Data Sources: MAP and MClass Data
- Summative Evaluation: Significant progress made toward meeting Objective
- Next Year's Recommendation: Continue Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase the monitoring of student data through monitoring notebook anecdotal records, increased data digs, student goal setting, purposeful small group instruction, and purposeful planning based on data. Strategy's Expected Result/Impact: Specific targeted interventions will close gaps and increase student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase the monitoring of student data through monitoring notebook anecdotal records, increased data digs, student goal setting, purposeful small group instruction, and purposeful planning based on MAP and RIT Score data. Strategy's Expected Result/Impact: Student achievement will increase by the targeted instruction and monitoring of RIT scores. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue objective, goals, and strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will conduct additional crisis drills through the year to increase student and staff understanding of their response during a real crisis. The Campus EOP representative will audit the drills to determine areas in need of continued support to staff and students. The EOP representative will also send periodical reminders about student and staff safety to the entire staff. All TEA Intruder audits will be passed. A campus safety committee will be formed with representatives. This committee will evaluate the safety of the school and will make recommendations for enhancing it. Strategy's Expected Result/Impact: Improve the overall safety of our school. Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits. Staff Responsible for Monitoring: Campus EOP representative, Safety Committee Members, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct weekly, state required, door checks to ensure doors are locked, and no one can access the building except for the primary entrance. Anticipate the TEA Intruder audit. Strategy's Expected Result/Impact: Improve the overall safety of our school. Staff Responsible for Monitoring: Principal	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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue strategies & objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). A continuum of parent communication; letters from the registrar, calls from teacher, counselor, assistant principal, and principal having monthly debriefs about attendance meetings. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	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 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue Performance Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Professional development will be provided in utilizing preventative measures such as stay-away agreements, restorative circles, behavior plans, and cool down strategies for students with high incident of violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee	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. Provide professional development in the area of restorative discipline. Provide students with at least one Anti-Bullying and Code of Conduct presentations. We are committed to implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, Principals, Behavior Interventionist and Members of the PBIS Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue performance objective & Strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be rewarded for perfect attendance per every 9 weeks, semester and year. Specific rewards will be given to staff members who have perfect attendance and limited absences throughout the school year. Daily staff attendance is emailed to staff with celebrations over 95% in attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, and writing. Region IV Training, Heggerty, special education para-professional training, Library Conference, Art Professional Conference, Music Professional Conference, PE Professional Conference, CPI Training and district provided training. Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading, writing, math, science, and discipline practices, instructional implications, and strategies to address gaps in these content areas. Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Parent Survey

Activity sign-in sheets/records

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Created a social media team to promote the campus goals, opportunities, and upcoming events. Strategy's Expected Result/Impact: The impact will be to improve the home/school connection and increase student engagement. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Increase the use of social media by classroom teachers where students can see the enthusiasm, success, and promotion of the campus. Strategy's Expected Result/Impact: The impact will be to improve the home/school connection and increase student engagement and school promotion. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Increase the frequency of social media posting, school and grade level newsletters, and home learning sent home. Strategy's Expected Result/Impact: Increase parent involvement in student learning. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Increase at-school parent and family opportunities by providing Family Game Night (reading), Learning Lollapalooza (STEM Night), Watch DOGS (Dad involvement opportunity), STAAR Night, Parent Reader Opportunities, home learning, and Technology Safety Night. Strategy's Expected Result/Impact: Increase parent and family engagement with the school and student learning. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal (There is only one)	Karen Richardson	Principal
PreK Teacher	Teacher Dicks	Ashley
Kindergarten Teacher	Teacher Chern	Angie
1st Grade Teacher	Teacher Hamlin	Holly
2nd Grade Teacher	Teacher Jordan-Thomas	Keiarra
3rd Grade Teacher	Teacher Panomwan	Chayanie
4th Grade Teacher	Teacher Reyna	Louanna
5th Grade Teacher	Teacher Sanzo	Brenna
Resource Teacher	Teacher Griffith	Victoria
ELAR Instructional Speciaist	Other School Leader (Nonteaching Professional) Casey	Katie
Behavior Specialist	Other School Leader (Nonteaching Professional) Pouso	Rafael
Math/Science Instructional Specialist	Other School Leader (Nonteaching Professional) Soto	Jennifer
Counselor	Other School Leader (Nonteaching Professional) Kitching	April
Paraprofessional #1	Paraprofessional Brooks	Tami
Paraprofessional #2	Paraprofessional Perez	Nancy
Administrator LEA #1	Sabrina Schenk	Administrator LEA #1
Administrator LEA #2	Frankie Carter	Administrator LEA #2
Assistant Principal	Other School Leader (Nonteaching Professional) Roeder	Raquel
Assistant Principal	Other School Leader (Nonteaching Professional) Enriquez	Jamie
Parent #1	Parent Kime	Kari
Parent #2	Parent Medina	Andrea
Community Member #1	Community Member Soto	Gaston
Community Member #2	Community Member Community Member	Community Member #2
Business Representative #1	Business Representative Business Representative	Business Representative
Business Representative #2	Business Representative Armstrong	Jenna
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

Reed

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	75%	77%	79%	81%	83%
Meets or Above	46%	49%	52%	55%	58%
Masters Grade Level	20%	23%	26%	29%	32%

2025-26	Target Check
77%	Met District Strategic Target
49%	Met District Strategic Target
23%	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	48%	50%	52%	54%	56%
African Am.	27%	29%	31%	33%	35%
Hispanic	44%	46%	48%	50%	52%
Eco. Dis.	45%	47%	49%	51%	53%
EB	18%	20%	22%	24%	26%
SPED	13%	15%	17%	19%	21%
Highly Mobile	100%	100%	100%	100%	100%
High Focus	42%	44%	46%	48%	50%

2025-26	Target Check
50%	Met Reading Board Outcome Target
29%	Met Reading Board Outcome Target
46%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
20%	Met Reading Board Outcome Target
15%	Met Reading Board Outcome Target
100%	Met Reading Board Outcome Target
44%	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	27%	29%	31%	33%	35%
African Am.	18%	20%	22%	24%	26%
Hispanic	22%	24%	26%	28%	30%
Eco. Dis.	22%	24%	26%	28%	30%
EB	0%	2%	4%	6%	8%
SPED	9%	11%	13%	15%	17%
Highly Mobile	100%	100%	100%	100%	100%
High Focus	23%	25%	27%	29%	31%

2025-26	Target Check
29%	Met Math Board Outcome Target
20%	Met Math Board Outcome Target
24%	Met Math Board Outcome Target
24%	Met Math Board Outcome Target
2%	Met Math Board Outcome Target
11%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
25%	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	Reed	ES7	All	138	74%	107	76%	48%	69	50%	21%	32	23%
Reading	3	Reed	ES7	Hispanic	106	71%	79	73%	44%	48	45%	16%	21	20%
Reading	3	Reed	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Reed	ES7	Asian	15	100%	15	100%	83%	13	87%	*	6	40%
Reading	3	Reed	ES7	African Am.	10	55%	6	60%	*	4	40%	*	3	30%
Reading	3	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Reed	ES7	White	3	100%	3	100%	78%	3	100%	67%	2	67%
Reading	3	Reed	ES7	Two or More	4	*	4	100%	*	1	25%	*	0	0%
Reading	3	Reed	ES7	Eco. Dis.	115	72%	85	74%	45%	54	47%	16%	20	17%
Reading	3	Reed	ES7	EB	63	50%	33	52%	*	16	25%	*	8	13%
Reading	3	Reed	ES7	At-Risk	66	65%	44	67%	35%	23	35%	14%	11	17%
Reading	3	Reed	ES7	SPED	29	44%	14	48%	*	8	28%	*	4	14%
Reading	3	Reed	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Reed	ES7	High Focus	127	71%	93	73%	42%	56	44%	16%	23	18%
Reading	4	Reed	ES7	All	124	84%	107	86%	60%	77	62%	26%	35	28%
Reading	4	Reed	ES7	Hispanic	94	82%	82	87%	56%	56	60%	22%	23	24%
Reading	4	Reed	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Reed	ES7	Asian	6	100%	6	100%	81%	5	83%	48%	3	50%
Reading	4	Reed	ES7	African Am.	13	62%	8	62%	*	5	38%	*	2	15%
Reading	4	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Reed	ES7	White	10	100%	10	100%	100%	10	100%	*	6	60%
Reading	4	Reed	ES7	Two or More	1	100%	1	100%	100%	1	100%	*	1	100%
Reading	4	Reed	ES7	Eco. Dis.	94	83%	80	85%	58%	56	60%	21%	22	23%
Reading	4	Reed	ES7	EB	48	87%	43	90%	49%	25	52%	16%	9	19%
Reading	4	Reed	ES7	At-Risk	52	80%	42	81%	54%	29	56%	22%	13	25%
Reading	4	Reed	ES7	SPED	40	48%	20	50%	22%	10	25%	*	3	8%
Reading	5	Reed	ES7	All	153	72%	117	76%	52%	83	54%	21%	35	23%
Reading	5	Reed	ES7	Hispanic	108	71%	79	73%	47%	55	51%	18%	22	20%
Reading	5	Reed	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Reed	ES7	Asian	20	*	18	90%	*	10	50%	*	6	30%
Reading	5	Reed	ES7	African Am.	13	63%	9	69%	*	8	62%	*	4	31%
Reading	5	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Reed	ES7	White	7	100%	7	100%	100%	7	100%	*	2	29%
Reading	5	Reed	ES7	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	5	Reed	ES7	Eco. Dis.	124	68%	87	70%	48%	60	48%	18%	25	20%
Reading	5	Reed	ES7	EB	70	56%	41	59%	28%	21	30%	*	12	17%
Reading	5	Reed	ES7	At-Risk	102	64%	67	66%	41%	44	43%	13%	26	25%
Reading	5	Reed	ES7	SPED	30	32%	10	33%	19%	6	20%	*	1	3%
Math	3	Reed	ES7	All	138	58%	87	63%	27%	42	30%	10%	17	12%
Math	3	Reed	ES7	Hispanic	106	54%	59	56%	22%	25	24%	9%	11	10%
Math	3	Reed	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Reed	ES7	Asian	15	100%	15	100%	83%	13	87%	*	4	27%
Math	3	Reed	ES7	African Am.	10	45%	6	60%	*	1	10%	*	1	10%
Math	3	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Reed	ES7	White	3	78%	3	100%	56%	2	67%	*	1	33%
Math	3	Reed	ES7	Two or More	4	*	4	100%	*	1	25%	*	0	0%
Math	3	Reed	ES7	Eco. Dis.	115	53%	63	55%	22%	28	24%	10%	15	13%

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	Reed	ES7	EB	63	45%	30	48%	*	15	24%	*	9	14%
Math	3	Reed	ES7	At-Risk	66	48%	33	50%	15%	11	17%	*	6	9%
Math	3	Reed	ES7	SPED	29	25%	8	28%	*	5	17%	*	3	10%
Math	3	Reed	ES7	Highly Mobile	0	*	*	*	*	0	*	*	0	*
Math	3	Reed	ES7	High Focus	127	54%	70	55%	23%	32	25%	9%	20	16%
Math	4	Reed	ES7	All	124	70%	89	72%	47%	61	49%	25%	33	27%
Math	4	Reed	ES7	Hispanic	94	67%	66	70%	37%	41	44%	18%	25	27%
Math	4	Reed	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Reed	ES7	Asian	6	90%	6	100%	86%	6	100%	57%	2	33%
Math	4	Reed	ES7	African Am.	13	54%	8	62%	*	5	38%	*	3	23%
Math	4	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Reed	ES7	White	10	71%	8	80%	71%	8	80%	*	3	30%
Math	4	Reed	ES7	Two or More	1	100%	1	100%	*	1	100%	*	0	0%
Math	4	Reed	ES7	Eco. Dis.	94	70%	68	72%	44%	43	46%	21%	22	23%
Math	4	Reed	ES7	EB	48	73%	36	75%	38%	19	40%	20%	10	21%
Math	4	Reed	ES7	At-Risk	52	63%	34	65%	39%	21	40%	22%	12	23%
Math	4	Reed	ES7	SPED	40	39%	16	40%	*	8	20%	*	1	3%
Math	5	Reed	ES7	All	153	72%	113	74%	40%	64	42%	20%	33	22%
Math	5	Reed	ES7	Hispanic	108	69%	76	70%	38%	43	40%	17%	22	20%
Math	5	Reed	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Reed	ES7	Asian	20	100%	20	100%	*	9	45%	*	5	25%
Math	5	Reed	ES7	African Am.	13	*	6	46%	*	4	31%	*	2	15%
Math	5	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Reed	ES7	White	7	90%	7	100%	60%	5	71%	*	3	43%
Math	5	Reed	ES7	Two or More	4	*	3	75%	*	2	50%	*	0	0%
Math	5	Reed	ES7	Eco. Dis.	124	69%	88	71%	39%	51	41%	17%	24	19%
Math	5	Reed	ES7	EB	70	62%	45	64%	*	27	39%	*	12	17%
Math	5	Reed	ES7	At-Risk	102	64%	67	66%	24%	26	25%	13%	15	15%
Math	5	Reed	ES7	SPED	30	39%	13	43%	16%	5	17%	*	3	10%
Science	5	Reed	ES7	All	153	68%	107	70%	26%	43	28%	11%	20	13%
Science	5	Reed	ES7	Hispanic	108	64%	74	69%	21%	25	23%	6%	10	9%
Science	5	Reed	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Reed	ES7	Asian	20	63%	13	65%	*	6	30%	*	4	20%
Science	5	Reed	ES7	African Am.	13	63%	8	62%	*	4	31%	*	3	23%
Science	5	Reed	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Reed	ES7	White	7	100%	7	100%	60%	5	71%	*	3	43%
Science	5	Reed	ES7	Two or More	4	*	4	100%	*	2	50%	*	0	0%
Science	5	Reed	ES7	Eco. Dis.	124	64%	82	66%	21%	28	23%	9%	14	11%
Science	5	Reed	ES7	EB	70	54%	40	57%	*	25	36%	*	14	20%
Science	5	Reed	ES7	At-Risk	102	62%	65	64%	17%	36	35%	8%	10	10%
Science	5	Reed	ES7	SPED	30	42%	14	47%	*	9	30%	*	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.