**Notice of Board Work Session**
**by Videoconference or Telephone Call**
**Board of Trustees**
**Thursday, December 11, 2025**

A Board Work Session of the Board of Trustees will be held on Thursday, December 11, 2025, beginning at 6:00 PM, Boardroom of the Mark Henry, Ed.D. Administration Building, 11440 Matzke Road, Cypress, Texas 77429.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference or telephone call. At least a quorum of the board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Members of the public may access this meeting and or provide public comments as identified below:

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

*Notice of this meeting was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building on September 29, 2025, at 7:30 a.m.*

## MEETING OPENING

1. **Call to Order**
2. **Invocation and Pledge of Allegiance**
3. **District's Vision and Mission Statement**
4. **Oath of Office**

A. The Oath of Office will be administered to the newly elected Trustees for Positions 5, 6, and 7 at the Board Work Session on Thursday, December 11, 2025.

5. **Reorganization of the Board**

A. In accordance with Board Policy BDAA (Local), the Board will reorganize by electing a President, Vice President and Secretary at the Board Work Session on Thursday, December 11, 2025. [This item may be discussed in closed session.]

6. **Recognitions and Awards Announcements**

A. The Superintendent will make remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provide information regarding district and community events or items of interest.

B. The Board will recognize a CFISD business partner for their outstanding contribution to the district.

C. The Board will recognize State Cross Country winners and State Volleyball semifinalists.

7. **Board Comments**

**Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.**

## MEETING AGENDA

8. **Public Comments**

A. **Agenda Comments**

Per BED (Local), patrons may address the Board during any Board Meeting under Agenda Comments regarding items listed on the agenda for that meeting. Individuals must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item listed for that meeting on the district website. This electronic speaker form must be completed in its entirety. Agenda Comments will generally be heard before each agenda item to be discussed or considered by the Board unless rearranged by the Board President. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

B. **Citizen Participation**

Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the “Register to Speak” link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

**CITIZEN PARTICIPATION WILL BE HEARD AT THE REGULAR BOARD MEETING ON MONDAY, DECEMBER 15, 2025.**

9. **Reports**

A. The administration will provide an update on the progress of the Long-Range Planning Committee.

10. **Consent Items**

A. The Board will consider approving the minutes of the November 10, 2025, Regular Board Meeting.

B. The Board will consider approving the minutes of the November 17, 2025, Special-Called Board Meeting.

C. The Board will consider approving the District’s 2025 tax roll.

D. The Board will consider approving on second reading the additions, revisions, or deletions to district policies:

1. EIE (Local) - Academic Achievement: Retention and Promotion (Revise)
2. FDA (Local) - Admissions: Interdistrict Transfers (Revise)

E. The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Texas State University.

F. The Board will consider authorizing the superintendent to execute an Affiliation Agreement

between CFISD and West Texas A&M University, College of Nursing and Health Science and Department of Speech and Hearing Sciences.

G. The Board will consider approving the additional facilities and students for Off-Campus Physical Education, Category I, for the 2025-2026 school year.

H. The Board will consider approving the district and campus improvement plans for the 2025-2026 school year.

I. The Board will consider approving construction proposals and contracts paid from Bond Funds to the recommended contractors and authorize the Superintendent or designee to execute all necessary documents related to such contracts as follows:

1. 2025 Artificial Turf Replacement at Cy-Creek HS, Cy-Ridge HS and Pridgeon Stadium

J. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

1. Automotive Fuels
2. Automotive Lubricants
3. CFISD Cybersecurity Quote
4. CFISD Data Dashboard Quote
5. Disposable Products for Nutrition Services
6. Fleet and Material Handling Equipment Maintenance for Nutrition Services
7. Library Books, Textbooks, and Instructional Materials
8. Musical Instrument Repair
9. Rapid Identity Plan Amendment

K. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

1. Student Information Management System for Special Education

L. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

1. Student Engagement Services

11. **Non-Consent Items**

A. The Board will consider approving the use of existing electronic signatures on all checks until the new signature templates for the Board of Trustees Officers are received.

B. The Board will consider approving the district's 2025 Single Audit Report and accept the auditors' report on the district's single audit for the fiscal year ended June 30, 2025.

C. The Board will consider approving on first reading the additions, revisions, or deletions to district policies:

1. BDAA (Local) Officers and Officials: Duties and Requirements of Officers (Revise)
2. CY (Local) Intellectual Property (Revise)
3. EEH (Local) Instructional Arrangements: Homebound Instruction (Revise)
4. EFA (Local) Instructional Resources: Instructional Materials (Revise)
5. EHB (Local) Curriculum Design: Special Programs (Revise)
6. EHBB (Local) Special Programs: Gifted and Talented Students (Revise)
7. EI (Local) Academic Achievement (Revise)
8. FFB (Local) Student Welfare: Crisis Intervention (Revise)
9. FO (Local) Student Discipline (Revise)

D. The Board will consider for acquisition all library materials that have been donated to or that are to be procured by a school library in the district.

E. The Board will consider and take action on a resolution casting its ballot for its choice of a nominee to serve on the Board of Directors of the Harris Central Appraisal District (HCAD) at the

Board Work Session on Thursday, December 11, 2025.

F. The Board will consider approving the sale of approximately 0.445 acres to the Chimney Hill Municipal Utility District. [This item may be discussed in closed session.]

G. The Board will consider making a determination that good cause did not exist as required by law to Tonee McDonald, Jake Shanley, Eric Beane, Maria Trevino, Trenise Sexton, Orlando Trevino, Carli Marusa, Garrett McCleod, Monica Vickers, Nashelli Quintana, and Megan Benoit, and Lesly Velazquez to resign their respective employment contracts. [This item may be discussed in closed session.]

H. The Board will consider approving the superintendent's recommendation to give notice to Carol-Lee Hale pursuant to 21.104 of the Texas Educator Code that her employment with the District under a probationary contract is terminated. [This item may be discussed in closed session.]

I. The Board will consider approving the superintendent's recommendation to give notice to Naija Young pursuant to 21.104 of the Texas Educator Code that her employment with the District under a probationary contract is terminated. [This item may be discussed in closed session.]

J. The district will consider a Level IV appeal (Jennings) of a Level III decision. (This item may be discussed in closed session.)

12. **DISCUSSION**

A. The administration will discuss Districtwide Intruder Detection Audit Report findings and corrective actions. [This item may be discussed in closed session.]

13. **Closed Session**

**If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.**

A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.

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| B. Section 551.071 | C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws. |
| D. Section 551.072 | E. For the purpose of discussing the purchase, exchange, lease or value of real property. |
| F. Section 551.073 | G. For the purpose of considering a negotiated contract for a prospective gift or donation. |
| H. Section 551.074 | I. For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee. |
| J. Section 551.076 | K. To consider the deployment, or specific occasions for implementation, of security personnel or devices. |

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| L. Section 551.0821 | M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed. |
| N. Section 551.082 | O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing. |
| P. Section 551.083 | Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code. |
| R. Section 551.084 | S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness. |

14. **Adjournment**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

On October 23, 2025, 7:30 a.m., this notice was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building.

For the Board of Trustees

# Form 2204 - Oath of Office
# (General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

***Execution and Delivery Instructions***

An Oath of Office that is required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office. The Oath of Office may be administered to you by a person authorized under the provisions of Chapter 602 of the Texas Government Code. Authorized persons commonly used to administer oaths include notaries public and judges.

***Mail*:** P.O. Box 12887, Austin, Texas 78711-2887.
***Overnight mail or hand deliveries*:** James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.
***Fax*:** (512) 463-5569. If faxed, the original Oath should also be mailed to the appropriate address above.
***Email*:** Scanned copies of the executed Oath may be sent to register@sos.texas.gov. If sent by email, the original Oath should also be mailed to the appropriate address above.

***NOTE**: Do not have the Oath of Office administered to you before executing and filing the Statement of Officer (Form 2201 – commonly referred to as the "Anti-Bribery Statement") with the Office of the Secretary of State*.

## Commentary

Pursuant to art. XVI, Section 1 of the Texas Constitution, the Oath of Office *may not* be taken until a Statement of Officer (see Form 2201) has been subscribed to and, as required, filed with the Office of the Secretary of State. Additionally, gubernatorial appointees who are appointed during a legislative session *may not* execute their Oath until after confirmation by the Senate. Tex. Const. art. IV, Section 12.

***Officers Required to File Oath of Office with the Secretary of State*:**

Gubernatorial appointees
District attorneys
Appellate and district court judges
Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas
Associate judges appointed under subchapter B or C, chapter 201 of the Texas Family Code
Directors of districts operating pursuant to chapter 36 or 49 of the Texas Water Code file a duplicate original of their Oath of Office within 10 days of its execution. Texas Water Code, Sections 36.055(d) and 49.055(d)

***Officers Not Required to File Oath of Office with the Secretary of State*:**

Members of the Legislature elected to a *regular* term of office will have their Oath of Office administered in chambers on the opening day of the session and recorded in the appropriate Journal. Members elected to an *unexpired* term of office should file their Oath of Office with either the Chief Clerk of the House or the Secretary of the Senate, as appropriate.

All other persons should file their Oaths locally. Please check with the county clerk, city secretary or board/commission secretary for the proper filing location.

*As a general rule, city and county officials do not file their oath of office with the Secretary of State– these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office.* **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons**: Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges (*except County Court of Law Judges who file with the Elections Division),* County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's). Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions.

All state or county officers, other than the governor, lieutenant governor, and members of the legislature, who qualify for office, are commissioned by the governor. Tex. Gov't Code, Section 601.005. The Secretary of State performs ministerial duties to administer the commissions issued by the governor, including confirming that officers are qualified prior to being commissioned. Submission of this oath of office to the Office of the Secretary of State confirms an officer's qualification so that the commission may be issued.

*Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov.*

*Revised 9/2017*

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| **Form #2204 Rev 9/2017**<br>**Submit to:**<br>**SECRETARY OF STATE**<br>**Government Filings Section**<br>**P O Box 12887**<br>**Austin, TX 78711-2887**<br>**512-463-6334**<br>**FAX 512-463-5569**<br>**Filing Fee: None** | **This space reserved for office use**<br><br>**OATH OF OFFICE** |

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, _____ , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of _____ of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

_____
Signature of Officer

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Certification of Person Authorized to Administer Oath

State of _____

County of _____

Sworn to and subscribed before me on this _____ day of _____, 20____.

(Affix Notary Seal, only if oath administered by a notary.)

_____
Signature of Notary Public or
Signature of Other Person Authorized to Administer An Oath

_____
Printed or Typed Name

Print Reset

# Form 2201 - Statement of Officer
# (General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

***Execution and Delivery Instructions***
A Statement of Officer required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office.

***Mail*:** P.O. Box 12887, Austin, Texas 78711-2887.
***Overnight mail or hand deliveries*:** James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.
***Fax**:* (512) 463-5569**.**
***Email*:** Scanned copies of the executed Statement may be sent to *register@sos.texas.gov*

*NOTE: The Statement of Officer form, commonly referred to as the "Anti-Bribery Statement," must be executed and filed with the Office of the Secretary of State before taking the Oath of Office (Form 2204).*

## Commentary

Article XVI, section 1 of the Texas Constitution requires all elected or appointed state and local officers to take the official oath of office found in section 1(a) and to subscribe to the anti-bribery statement found in section 1(b) before entering upon the duties of their offices.

Elected and appointed state-level officers required to file the anti-bribery statement with the Office of the Secretary of State include members of the Legislature, the Secretary of State, and all other officers whose jurisdiction is coextensive with the boundaries of the state or who immediately belong to one of the three branches of state government. Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions. For more information, see Op. Tex. Att'y Gen. No. JC-0575 (2002) (determining the meaning of "state officer" as it is used in Article XVI).

Effective September 1, 2017, Senate Bill 1329, which was enacted by the 85th Legislature, Regular Session, amended chapter 602 of the Government Code to require the following judicial officers and judicial appointees to file their oath and statement of officer with the secretary of state:

> Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas; and
> Associate judges appointed under Subchapter B or C, Chapter 201, Family Code.

Local officers must retain the signed anti-bribery statement with the official records of the office. *As a general rule, city and county officials do not file their oath of office with the Secretary of State– these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office.* **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons**: Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges, County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's).

***Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov***

Revised 05/2020

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| **Form #2201 Rev. 05/2020**<br>**Submit to:**<br>**SECRETARY OF STATE**<br>**Government Filings**<br>**Section P O Box 12887**<br>**Austin, TX 78711-2887**<br>**512-463-6334**<br>**512-463-5569 - Fax**<br>**Filing Fee: None** | **STATEMENT OF OFFICER** |

## Statement

I, _____ , do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: _____

## Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____ _____

Signature of Officer

Print Reset

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**
**BOARD OF TRUSTEES**
**NOVEMBER 2025**
**REGULAR BOARD MEETING MINUTES**

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Monday, November 10, 2025, in the Boardroom of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building, located at 11440 Matzke Road, Cypress, Texas 77429.

## MEETING OPENING

**1. Call to Order**
Board President Scott Henry called the meeting to order at 6:00 p.m.

The following Trustees were present: Scott Henry, Dr. Natalie Blasingame, Justin Ray, Julie Hinaman, Christine Kalmbach, Todd LeCompte, and Lucas Scanlon.

**2. Invocation and Pledge of Allegiance**
Stephen Baliff, Pastor, Second Baptist Church – Cypress Campus, delivered the invocation.

The following Langham Creek High School AFJROTC cadets presented the colors: Carrying the U.S. Flag was Cadet Captain Kodie Dickie, and on the U.S. Rifle was Cadet Captain Lyzette Flores; carrying the Texas State Flag was Cadet Captain Jennifer Ramirez, and on the Texas Rifle was Cadet Captain Aydin Henry. These cadets presented the colors under the direction of Senior Master Sgt. Steven L. Rinehart, USAF (Retired).

**3. District's Vision and Mission Statement**
Mr. Henry read the District's Vision and Mission Statement.

**4. Recognitions and Awards Announcements**

**4.A.** Superintendent Dr. Douglas Killian made remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provide information regarding district and community events or items of interest.

Dr. Killian expressed his gratitude to Board President Scott Henry, Board Vice President Dr. Natalie Blasigname, and Trustee Lucas Scanlon for their service, dedication and hard work for the students, staff and community of the Cypress-Fairbanks Independent School District.

Irene Ruiz, Chief Officer for School Leadership, introduced Johnathan Heefner as the new Principal for Aragon Middle School.

**4.B.** The Board recognized CFISD business partner Dr. Valerie Jones, President of Lone Star College CyFair, and her team for their outstanding contributions to the district.

Board President Henry called for a recess at 6:32 p.m.

Mr. Henry called the meeting back to order at 6:44 p.m. He moved **5.A. Board Comments** to the end of the meeting and proceeded with **Public Comments**.

## MEETING AGENDA

Mr. Henry turned the floor over to Board Secretary Justin Ray to proceed with **Public Comments**.

**6. <u>Public Comments</u>**

**6.A. Agenda Comments**
There were no speakers for Agenda Comments.

**6.B. Citizen Participation**
Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the

"Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

**Speakers:**
1. Lorell Don Bowie shared her previous employment concerns with the Board.
2. Tara Cummings shared comments on the recent election of new school board members.
3. Bryan Henry shared comments on the recent election of new school board members.
4. Christin Hamilton shared her concerns regarding her child's safety on campus.

Mr. Henry announced that Report Items 7.B. through 7.E. were presented at the Board Work Session on Thursday, November 6, 2025. He proceeded with **Report Item 7.A**.

**7. Reports**

**7.A.** The administration provided an update on the Long-Range Planning Committee.

**8. Public Hearing**

**8.A.** The Public Hearing was also presented at the Thursday Board Work Session.

The Board continued with the **Consent Agenda Items**. (During review of the following action items any Board member may remove one or more of these items, at which time, these items will be addressed and voted on individually. If any board member has a question regarding an agenda item, please ask to be recognized on consent agenda items.)

**9.A.** The Board will consider approving the minutes of the October 6, 2025, Regular Board Meeting.

**9.B.** The Board will consider approving the minutes of the October 28, 2025, Special-Called Board Meeting.

**9.C.** The Board will consider approving the budget amendments for the period of July 1, 2025, through September 30, 2025.

**9.D.** The Board will consider approving the DEIC's recommendation for the 2026-2027 instructional calendar.

**9.E.** The Board will consider adoption of non-business days for calendar year 2026 for the Texas Public Information Act calendar.

**9.F.** The Board will consider approving on second reading the additions, revisions, or deletions to district policy:

9.F.1. EHAC (Local) Basic Instructional Program: Required Instruction (Secondary) (Revise)

**9.G.** The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Grand Canyon University.

**9.H.** The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Lamar University.

**9.I.** The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with Prairie View A&M University.

**9.J.** The Board will approve an amendment to the existing Water Supply and Waste Disposal Agreement with Cypress Creek Utility District.

**9.K.** The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

9.K.1. Pharmacy Technician and CPR, CNA, EMT Certification Programs

Trustee Scott Henry moved to approve the consensus items as recommended or amended.
Trustee Lucas Scanlon seconded.
**Henry – Aye**
**Blasingame – Aye**

**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

The Board proceeded with the **Non-Consent Agenda Items.**

**10.A.** The Board will consider approving the District's 2025 Annual Comprehensive Financial Report and accept the auditors' report on the district's general-purpose financial statements for the fiscal year ended June 30, 2025.

Mr. Henry called for a motion.

Trustee Lucas Scanlon moved that the Board approve the District's 2025 Annual Comprehensive Financial Report and accept the auditors' report on the district's general-purpose financial statements for the fiscal year ended June 30, 2025.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

**10.B.** The Board will consider approving a resolution and agreement supporting the application by Q-Edge Corporation to the U.S. Foreign Trade Zones Board.

Mr. Henry called for a motion.

Trustee Lucas Scanlon moved that the Board approve a resolution and agreement supporting the application by Q-Edge Corporation to the U.S. Foreign Trade Zones Board.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

**10.C.** The Board will consider approving the administration's recommended changes to the Strategic Plan.

Mr. Henry called for a motion.

Trustee Dr. Natalie Blasingame moved that the Board approve the administration's recommended changes to the Strategic Plan.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

**10.D.** The Board will consider approving on first reading the additions, revisions, or deletions to district policies:

10.D.1. EIE (Local) - Academic Achievement: Retention and Promotion (Revise)
10.D.2. FDA (Local) - Admissions: Interdistrict Transfers (Revise)

Mr. Henry called for a motion.

Trustee Todd LeCompte moved that the Board approve on first reading the additions, revisions, or deletions to district policies: EIE (Local) - Academic Achievement: Retention and Promotion (Revise) and FDA (Local) - Admissions: Interdistrict Transfers (Revise).
Trustee Scott Henry seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

**10.E.** The Board will review and consider approval of an amendment to the contract of employment for the superintendent of schools. [This item may be discussed in closed session.]

Mr. Henry announced that Item 10.E. would be discussed in closed session at the end of the meeting.

**10.F.** The Board will consider making a determination that good cause did not exist as required by law for Kelsey Jackson, Martin Saucedo, Sherell Hebert, Jessica Orizu, Andrea Smith, Candice Jimoh, and Emma Wilde to resign their respective employment contracts. [This item may be discussed in closed session.]

Mr. Henry called for a motion.

Trustee Justin Ray moved that the Board of Trustees render a finding under Texas Administrative Code chapter 249.17(d) that good cause did not exist as required by Texas Education Code sections 21.105(c), 21.160(c), or 21.210(c) for the individuals named here to resign their respective employment contracts and notify these employees in accordance with the law that the District is submitting a complaint to the State Board of Educator Certification for contract abandonment.
Trustee Scott Henry seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Abstain**
**6 votes in favor | 0 votes opposed | 1 abstention. Motion carries.**

**10.G.** The Board will consider approving the superintendent's recommendation to give notice to Carol-Lee Hale that it is proposed her employment with the District under a probationary contract be terminated. It is further recommended the President of the Board notify Ms. Hale of the proposed action to terminate her employment pursuant to 21.104 of the Texas Educator Code. [This item may be discussed in closed session.]

Mr. Henry called for a motion.

Trustee Justin Ray moved that the Board of Trustees approve the recommendation to notify the person here that her employment with the District under a probationary contract is proposed for termination and to provide her notice of the same in accordance with the law.
Trustee Scott Henry seconded.
**Henry – Aye**
**Blasingame – Aye**

**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Abstain**
**6 votes in favor | 0 votes opposed | 1 abstention. Motion carries.**

**10.H.** The Board will consider approving the superintendent's recommendation to give notice to Naija Young that it is proposed her employment with the District under a probationary contract be terminated. It is further recommended the President of the Board notify Ms. Young of the proposed action to terminate her employment pursuant to 21.104 of the Texas Educator Code. [This item may be discussed in closed session.]

Mr. Henry called for a motion.

Trustee Todd LeCompte moved that the Board of Trustees approve the recommendation to notify Naija Young that her employment with the District under a probationary contract is proposed for termination and to provide her notice of the same in accordance with the law.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Abstain**
**6 votes in favor | 0 votes opposed | 1 abstention. Motion carries.**

**10.I.** The district will consider a Level IV appeal (Grissom) of a Level III decision. (This item was discussed in closed session.)

Mr. Henry called for a motion.

Trustee Todd LeCompte moved that the Board of Trustees uphold the decision made at the Level III hearing.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Abstain**
**6 votes in favor | 0 votes opposed | 1 abstention. Motion carries.**

**11. Discussion**

**11.A.** The Discussion portion of the agenda was held in closed session during the Thursday Board Work Session.

Mr. Henry announced that the Board would move into closed session to discuss Agenda Item 10.E. and return to the dais to act on that item and continue with Board Comments.

**12. Closed Session**

Mr. Henry called for a motion.

Trustee Dr. Natalie Blasingame made a motion to move into closed session.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**

**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

Mr. Henry adjourned the meeting to closed session at 7:13 p.m. (Closed session began at 7:15 p.m.)

Trustee Scott Henry made a motion to move back into open session.
Trustee Justin Ray seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

**10.E.** The Board will review and consider approval of an amendment to the contract of employment for the superintendent of schools. [This item may be discussed in closed session.]

Mr. Henry called for a motion.

Trustee Justin Ray made a motion that the Board approve the amendment to the contract of employment for the superintendent as discussed in closed session.
Trustee Christine Kalmbach seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

The Trustees proceeded with **Board Comments**.

## 5. Board Comments

**5.A.** Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

**Trustee Julie Hinaman** shared her gratitude for all Cy-Fair ISD employees who've worked so hard to ensure all CFISD students have the best educational experiences and opportunities and for the community for their participation in the recent school board election. Ms. Hinaman also shared how grateful she is to serve as a Trustee for CFISD and looks forward to working with the new Board, the new team of eight.

**Trustee Christine Kalmbach** thanked the community for their support and shared comments on her recent campus visits to Moore ES, Lee ES, Reed ES, Dean MS, and Bane ES. Ms. Kalmbach thanked Dr. Killian for his service to the district and thanked all the vets for their service to our country. She also thanked the parents, staff and leadership, business partners, volunteers, and Board members for their service to community and the students of CFISD. Ms. Kalmbach welcomed the newly elected Board members and thanked the outgoing Board members for their service. Ms. Kalmbach gave an update on the ASVP Committee meeting.

**Trustee Justin Ray** commented on how "good" it has been serving with the outgoing Trustees as they "navigated difficult waters together." He wished them well and shared how grateful he is for their service. Mr. Ray stated that he is looking forward to working with the new Trustees and shared what a rewarding yet challenging experience it is to serve on the Board of CFISD. Mr. Ray concluded by thanking everyone for their willingness to serve the district, the students, and the community and the work ahead would be tackled as a unified Cy-Fair community.

**Trustee Todd LeCompte** thanked all the students, staff and leadership at Watkins MS, Lieder ES, Tipps ES, Horne ES, Langham Creek HS, Hairgrove ES, and Owens ES for their time and conversations during his recent visits. Mr. LeCompte commented on recent athletic team advancements and playoffs and concluded his comments by giving an update on the recent Policy Review Committee meeting.

**Trustee Lucas Scanlon** congratulated the new incoming Trustees. Mr. Scanlon shared heartwarming comments on his four years on the Board of Trustees. He reflected on all the schools, the teachers, and all the stories of the past four years and wished everyone had the opportunity to see inside classrooms, get to know the programs, and get to know all the work that the team puts forward for all the families in the district. Mr. Scanlon shared how grateful he is for having served.

**Trustee Dr. Natalie Blasingame** shared what a privilege it has been to serve the community of Cy-Fair. She commented on the successes happening on campuses everyday and that her campus visits always proved there was excellence, deep care and concern for the students and creativity and teamwork at each school. She shared comments on her last campus visits to Andre ES and Birkes ES and wished the new Trustees the best of luck. Dr. Blasingame assured her colleagues that she would continue to cheer and support the district every way she could. She shared how grateful she is to each person in CFISD and the Cy-Fair community and for their commitment to the district. Dr. Blasingame concluded by thanking all those who serve our country.

**Trustee Scott Henry** congratulated the three outstanding bands who participated in the UIL state championship that he, fellow Trustees and admin recently attended. Mr. Henry reflected on his "journey" as a Board member for the past four years. He shared that it was filled with learning, laughter, challenges, but also immense pride. He thanked those who were especially meaningful to him. Mr. Henry thanked Holly for her support, patience and kindness and for keeping things running, Matt for going the extra mile and , Marney for her guidance, wisdom and patience with everyone and for navigating the challenges, Teresa – the peacemaker, the voice of reason, problem solver extraordinaire, and for her deep understanding, and Dr. Killian for his knowledge of school finance, his ideas of legislation, the bigger picture of how he sees things – so invaluable, and for his genuine love for students and their learning. "It's been an honor to service alongside you, with all the Trustees to learn from your leadership." Mr. Henry thanked his fellow Trustees for their dedication, their leadership, their friendship, and their commitment to students and staff, which is doing the very best for children of the district. Mr. Henry shared two thoughts he hoped the new Board will pursue … to take a serious look at screen time for the youngest learners and to not accept the inadequate funding for public education. Mr. Henry thanked the entire staff of CFISD and for playing a vital role in shaping the future for the community. "You are the reason why Cy-Fair is known across the state as a model district. You are the reason why our students succeed." Mr. Henry thanked the parents for their trust and their involvement, and he thanked the students for their energy and optimism. Mr. Henry stated that serving the district has been one of the greatest honors of his life and he is proud of the work and progress the Board has done together.

**13. <u>Adjournment</u>**

Board President Henry called for a motion to adjourn.

Trustee Lucas Scanlon moved to adjourn.
Trustee Dr. Natalie Blasingame seconded.
**Henry – Aye**
**Blasingame – Aye**
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**Scanlon – Aye**
**7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

The meeting was adjourned at 7:34 p.m.

President, Board of Trustees

Secretary, Board of Trustees

Approved: December 15, 2025

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**
**BOARD OF TRUSTEES**

# NOVEMBER 17, 2025
# SPECIAL-CALLED BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in a Special-Called Board Meeting on Monday, November 17, 2025, in the Boardroom of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building, located at 11440 Matzke Road, Cypress, Texas 77429.

## 1. Call to Order

**1.A.** Board Secretary Justin Ray called the meeting to order at 5:00 p.m.

The following Board members were present: Justin Ray, Julie Hinaman, Christine Kalmbach, and Todd LeCompte.

The presiding officer, Justin Ray, presented the following agenda:

## 2. Public Comments

### 2.A. Agenda Comments

Per BED (Local), patrons may address the Board and make public comments on an agenda item during or before the board's consideration of the item. Individuals must register online in advance to speak. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

**Speakers:**

1. Osman Elsayed welcomed the newly elected Trustees, thanked the outgoing Trustees and reminded them to work together and focus on the challenges facing the district.
2. Odus E. Evbagharu reminded the Trustees that now is the time to unite and put the Cy-Fair community first.

## 3. Action Items

**3.A.** The Board will approve the order Canvassing Returns and Declaring Results of the General Election held on November 4, 2025, for the purpose of electing Lesley Guilmart for Position 5, Dr. Cleveland O. Lane, Jr. for Position 6, and Kendra Camarena for Position 7 to the Board of Trustees of the Cypress-Fairbanks Independent School District.

Mr. Ray read the official election returns as provided by the Office of the Harris County Clerk for the November 4, 2025, Cypress-Fairbanks ISD Board of Trustees election:

**Position 5:**
Lesley Guilmart – 31,598 votes
Radele Walker – 20,930 votes
Terrance Edmond – 9,562 votes
***Based on official vote totals from the Canvass Return, Lesley Guilmart is elected to Position 5.***

**Position 6:**
Cleveland Lane, Jr. – 28,107 votes
Natalie Blasingame – 21,480 votes
Scott Henry – 13,144 votes
***Based on official vote totals from the Canvass Return, Cleveland Lane, Jr. is elected to Position 6.***

**Position 7:**
Kendra Camarena – 30,467 votes
George Edwards, Jr. – 23,669 votes
Elecia Jones – 8,021 votes
***Based on official vote totals from the Canvass Return, Kendra Camarena is elected to Position 7.***

Mr. Ray congratulated and welcomed the new Trustees.

4. **Closed Session**
   No closed session.

5. **Adjournment**
   Mr. Ray called for a motion to adjourn the meeting.

Trustee Christine Kalmbach moved to adjourn.
Trustee Justin Ray seconded.
**Ray – Aye**
**Hinaman – Aye**
**Kalmbach – Aye**
**LeCompte – Aye**
**4 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.**

The meeting was adjourned at 5:08 p.m.

President, Board of Trustees

Secretary, Board of Trustees

Approved: December 15, 2025

# Tax Collection System - CYPRESS-FAIRBANKS ISD
## Certified Roll Jurisdiction Summary
Processing For Tax Year: 2025 County Code: ALL Tax Unit: ALL Roll Codes: ALL

Jurisdiction: **1 CYPRESS-FAIRBANKS ISD**

| | | | | | |
|---|---|---|---|---|---|
| **Total Parcels:** | 226,345 | **Tax Rate:** | 1.0669000 | | |
| **Market Value:** | 113,759,208,395 | **State Hom:** | 140,000 | **Opt Hom:** | 0.2000000 |
| | | **State O65:** | 60,000 | **Opt O65:** | 15.000 |
| | | **Disabled:** | 60,000 | **Opt Disabled:** | 15.000 |

| | | | |
|---|---|---|---|
| **AG Exclusion Count:** | 231 | **AG Exclusion Amt:** | 251,296,371 |
| **Timber Exclusion Count:** | 9 | **Timber Exclusion Amt:** | 5,418,125 |
| **HS Capped Count:** | 20,254 | **HS Capped Amt:** | 648,634,674 |
| **NHS Capped Count:** | 2,650 | **NHS Capped Amt:** | 298,247,286 |
| **Assessed Value:** | 112,555,611,939 | | |

| | | | | | |
|---|---|---|---|---|---|
| **Exempt Cnt/Amt:** | 9,679 | 5,821,119,395 | **Personal Use Vehicle Cnt/Amt:** | 32 | 261,940,415 |
| **Freeport Cnt/Amt:** | 468 | 3,520,674,849 | **Partial Disability Cnt/Amt:** | 6 | 0 |
| **Nominal Valuation Cnt/Amt:** | 3,611 | 55,917,721 | **Sole Proprietorship Cnt/Amt:** | 5 | 144,757 |
| **100% Exempt Vet Cnt/Amt:** | 2,188 | 387,692,622 | **Surv Spouse Vet Disable Tot Exmp Cnt/Amt:** | 85 | 9,763,193 |
| **Hb366 Cnt/Amt:** | 1,722 | 2,333,000 | **Foreign Trade Zone Cnt/Amt:** | 3 | 280,350,510 |
| **Solar Exemption Cnt/Amt:** | 1,301 | 41,910,647 | **Surviving Spouse Total Transfer Cnt/Amt:** | 14 | 1,043,279 |
| **Partial Over-65 Cnt/Amt:** | 105 | 0 | **Surviving Spouse First Responder Cnt/Amt:** | 6 | 1,071,547 |
| **Pollution Control Cnt/Amt:** | 40 | 18,407,371 | **Surviving Spouse Active Duty Cut/Amt:** | 2 | 107,880 |
| **Prorated Cnt/Amt:** | 8 | 18,016,199 | **Surviving Spouse 1st Responder Trans Cnt/Amt:** | 1 | 172,919 |
| **Partial Total Exemption Cnt/Amt:** | 6 | 16,068,039 | **Medical Or Biomedical Property Cnt/Amt:** | 2 | 428,979 |
| **Immed Residential Homestead Cnt/Amt:** | 587 | 87,566,595 | **Transit Immune Cnt/Amt:** | 1 | 1,731,546 |
| **Special Valuation Cnt/Amt:** | 1 | 768,569 | **Offshore Drilling Rig Cnt/Amt:** | 1 | 74,100 |
| **Child Care Facility Cnt/Amt:** | 20 | 0 | | | |

| | | | |
|---|---|---|---|
| **State Homestead Count:** | 133,548 | **State Homestead Amt:** | 18,376,072,816 |
| **Local Homestead Count:** | 132,436 | **Local Homestead Amt:** | 9,627,911,663 |
| **State Over 65 Count:** | 37,582 | **State Over 65 Amt:** | 1,962,353,967 |
| **Local Over 65 Count:** | 29,076 | **Local Over 65 Amt:** | 405,067,761 |
| **Surviving Spouse Count:** | 1,693 | **Surviving Spouse Amt:** | 40,134,990 |
| **State Disabled Count:** | 2,553 | **State Disabled Amt:** | 122,648,717 |
| **Local Disabled Count:** | 1,691 | **Local Disabled Amt:** | 22,751,325 |
| **Total VET Count:** | 3,218 | **Total VET Amt:** | 32,015,878 |
| ***VET Surviving Spouse Count:** | 90 | ***VET Surviving Spouse Amt:** | 952,171 |
| ***included in the Total VET Count/Amt** | | | |

| | | | |
|---|---|---|---|
| **Partial Exempt Values:** | 30,588,957,117 | | |
| **Taxable Value:** | 71,439,350,690 | | |
| **Total Levy Amt:** | 742,659,475.82 | | |
| **Late AG Penalty Count:** | 5 | **Late AG Penalty Amt:** | 1,111.02 |
| **Late Freeport Penalty Count:** | 13 | **Late Freeport Penalty Amt:** | 133,967.19 |
| **Late Freeport Doc Penalty Count:** | 2 | **Late Freeport Doc Penalty Amt:** | 1,227.90 |
| **Frozen Account Count:** | 39,447 | | |
| **Frozen Homesite Value:** | 13,719,007,468 | | |
| **Frozen Taxable Value:** | 3,074,758,901 | | |
| **Unfrozen Levy Amt:** | 32,804,603.61 | | |
| **Frozen Levy Amt:** | 13,141,152.58 | | |
| **Frozen Levy Loss Amt:** | 19,663,451.03 | | |
| **Total Non-Exempt Parcel Count:** | 216,666 | | |

**Curriculum Mastery**

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten–Grade 1

In kindergarten and grade 1, promotion to the next grade level shall be based on an end-of-year grade of satisfactory in reading, language arts, and mathematics.

Grades 2–5

In grades 2–5, promotion to the next grade level shall be based on a grade of 70 or above in language arts, mathematics, science, and social studies.

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts~~/reading (an average grade for language arts and reading)~~, mathematics, science, and social studies.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

**Authority**

The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

**Transfer Requests**

A nonresident student shall be permitted to attend District schools, as provided below and in accordance with Regulation:

Nonresidents

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. All nonresident or interdistrict transfer applications shall be accepted each year during the interdistrict transfer window. The transfer guidelines shall be posted on the District website.

Nonresident District Employees

A child of a full-time District employee eligible to receive benefits living outside District boundaries may request a transfer to any campus designated as open or closed in accordance with Regulation.

Resident Students Who Become Nonresidents

A resident student who becomes a nonresident during the course of a school year may be permitted to continue in attendance for the remainder of the school year in accordance with Regulation.

Home campus~~Senior Students Who Become Nonresidents~~

A resident student who becomes a nonresident but successfully completed at least one semester at his or her campus prior to moving may continue in subsequent school years to attend school in the District at their home campus regardless of open status, provided the student meets all other transfer requirements annually. A resident student who becomes a nonresident but did not successfully complete at least one semester at his or her campus may continue to attend school in the District in subsequent school years but may only attend at an open campus, provided the student meets all other transfer requirements.

~~A student who has successfully completed his or her junior year may attend school in the District for one additional year, provided the student meets all transfer requirements.~~

~~Sibling Transfers~~

~~Sibling status shall not guarantee transfer approval. Each request to transfer to attend a school with his or her sibling shall be evaluated as all other requests and shall not be given preference. Any sibling must meet all criteria for transfer eligibility.~~

Factors

In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.



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| Campus Transfer Status | Annually, the Board shall approve administrative recommendations for each school as to whether the school:<br>1. Shall be open for a specified number of transfers;<br>2. Shall be closed for all transfers except for children of District employees; or<br>3. Shall be closed for all new transfers.<br>The Superintendent or designee may make exceptions for extenuating circumstances. |
| Transfer Agreements | A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year. |
| **Tuition** | If the District charges tuition, the amount shall be set by the Board, within statutory limits. |
| Waivers | The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP] |
| Nonpayment | The District may initiate withdrawal of students whose tuition payments are delinquent. |
| **Transportation** | The District shall not provide transportation for a transfer student except as required by law. |
| **Revocation of Transfers** | Parents and students accepting transfers are expected to abide by all District conditions/guidelines. The District may revoke the transfer if conditions/guidelines are not met. |
| **Appeals** | Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate. |

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**Cypress-Fairbanks ISD Student Teaching Placement Affiliation Agreement**

This Agreement is made on May 08, 2025, between the College of Education at Texas State University (hereinafter "the University") and the ISD (hereinafter "the District") for the completion of clinical practice (student teaching or internship) required by the State of Texas and the State Board for Educator Certification for the certification of teachers. For purpose of this agreement, "intern" refers to a candidate in clinical placement who is serving as teacher of record under a probationary certificate.

**The District agrees to:**

1. Provide an appropriate placement that allows the student teacher or intern (hereinafter "the candidate") to meet all requirements for clinical practice necessary for initial teacher certification.
2. Provide a highly qualified cooperating teacher or mentor with appropriate certification and at least three years' successful teaching experience. For student teachers, the cooperating teacher must have had at least one year in the current placement.
3. Provide opportunities for the candidate to attend campus and district orientations and trainings.
4. Provide the candidate access to appropriate district resources including but not limited to curriculum documents, email, online resources, libraries, forms, and professional development opportunities.
5. Notify the University Faculty Supervisor and/or the Director of the Office of Educator Preparation (OEP) of any concerns about the candidate in a timely manner to ensure appropriate actions can be taken.
6. Allow digital video recording of the candidate in the classroom setting to facilitate reflection and feedback between the candidate and the University Faculty Supervisor and meet state-required mandates for performance assessment of teaching. The video documentation will be shared only among the candidate, the cooperating teacher or mentor, and the University Faculty Supervisor as appropriate. Digital files will not be stored on a University server. Prior signed permission from PK-12 students' parents/guardians will be secured as outlined and required by District policy .

**The University agrees to:**

1. Recommend for clinical practice placement only those candidates who have earned a satisfactory record and have met the requirements established by the state and the University educator preparation program.
2. Request more specific placement consideration for candidates in certain fields (e.g., music, art, dance, agriculture, family and consumer science) due to the specialized nature of those disciplines.
3. Inform all candidates that they must meet all district requirements (including but not limited to attendance at orientation, completion of all appropriate paperwork and applications) for placement with the Cypress-Fairbanks ISD and return required paperwork to the district in accordance with all deadlines set by the District.
4. Provide the District the right to refuse placement to any candidate based on any information obtained during the application process that does not meet district standards.
5. Provide the District the authority to dismiss, reassign, or take other appropriate action against a candidate deemed to be in the District's best interest.
6. Provide candidate training on their responsibilities regarding participation in clinical practice, including professional conduct, rules set by the University, and state and federal laws relating to education with specific attention to FERPA and Texas Educator Code of Ethics.

7. Provide the District, the candidate, the cooperating teacher or mentor, and the University Faculty Supervisor access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the clinical practice experience.
8. Require all candidates to sign an agreement that they will not share videos with anyone on any platform other than for the purpose of feedback, reflection, and learning with the cooperating teacher or mentor and University Faculty Supervisor.
9. Inform candidates that they will be subject to a criminal background check as deemed necessary by the District and that they will be responsible for the cost of the same.
10. Inform candidates that they must comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and all other applicable laws concerning the privacy of the data of the District's students.

**The University and the District jointly agree to:**

1. Establish and maintain ongoing, open communication between the University staff and the District.
2. Comply with all applicable state and federal laws and regulations.

**Term of Agreement, Modification, Termination:**

This agreement shall be effective when executed by both parties and shall remain in effect for a period of three (3) years from the date of inception. This agreement may be terminated without cause upon written notice by either party, provided that all candidates currently participating in the experience at the District at the time of notice of termination shall be given the opportunity to complete their clinical practice at the District, as outlined by Texas Administrative Code.

This agreement may be modified in writing upon approval of both parties.

**Nondiscrimination:**

Texas State University is committed to an inclusive education and work environment that provides equal opportunity and access to all qualified persons. In their execution of this agreement the parties and others acting by or through them shall comply with all federal and state laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state law, the parties agree not to discriminate on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or gender expression. Any breach of this covenant may result in termination of this agreement.

**AGREED:**

**Texas State University** **Cypress-Fairbanks ISD**

Signature Signature

Patricia Rocha, Director of Educator Preparation
Office of Educator Preparation District Representative Name

Signature District Representative Title

Michael P. O'Malley, Dean
College of Education Date

Date

## CLINICAL EXPERIENCE AFFILIATION AGREEMENT

This Agreement ("Agreement") is entered into and effective January 1, 2026 ("Effective Date"), by and between WEST TEXAS A&M UNIVERSITY ("WTAMU"), a member of The Texas A&M University System ("A&M System") and an agency of the state of Texas, on behalf of its College of Nursing and Health Sciences and the Department of Speech and Hearing Sciences ("WTAMU-SHS"), and Cypress-Fairbanks ISD , an independent school district("CFISD"). WTAMU and CFISD are sometimes hereafter referred to as "Party" individually or "Parties" collectively."

WHEREAS, WTAMU-SHS is a component of WTAMU, a state-supported institution of higher education, and operates comprehensive professional education programs for the study of speech-language pathology ("Program"), providing students (each a "Student" and collectively the "Students") with an opportunity to directly apply knowledge and skills gained in the classroom in a clinical setting;

WHEREAS, CFISD, operates at 11440 Matzke Rd., Cypress, TX 77429 ("Facility" )

WHEREAS, the Parties share a mutual interest in providing Program Students with clinical experience ("Experience") and agree to cooperate in the conduct of educational activities through observation and supervised training of Students.

NOW THEREFORE, in consideration of the foregoing and the agreements and provisions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, the Parties agree as follows:

### I. SCOPE OF THE CLINICAL LEARNING EXPERIENCE

A. CFISD hereby agrees to provide its Facilities to WTAMU, and WTAMU-SHS Program agrees to the usage of such Facility according to the terms and conditions described herein. The Program Student may utilize CFISD Facilities for educational activities associated with the Experience through observation and supervised training. WTAMU, WTAMU-SHS Program, or CFISD will not incur financial obligation to each other as a result of this Agreement. The Parties acknowledge ultimate responsibility for all patient care remains with CFISD and Students will not provide services apart from its educational value.

### II. WTAMU-SHS PROGRAM RESPONSIBILITIES

WTAMU-SHS Program shall be responsible for the following:

A. Maintaining full authority, responsibility and control over the business, policies, operations and general administration of the Program, including curriculum, evaluation of

Students, administration, instructor appointments, and other matters that are normally reserved WTAMU-SHS Program functions, such as granting degrees and advising Students.

B. Selecting Student(s) for the participation in the Experience, selecting only those Students with a satisfactory record in the Program and who have met WTAMU-SHS Program's requirements.
C. Advising Students of their responsibilities regarding participation in the Experience, including the responsibility to exhibit professional conduct and to follow all federal and state laws and the rules, regulations, policies, and standards of WTAMU-SHS Program and CFISD, including background checks or vaccinations, as required.
D. Providing CFISD with copies of the course outline, Experience objectives, and evaluation criteria, as requested, before the beginning of each Experience.
E. Ensuring Students attend Experience orientation, if required by CFISD
F. Making representatives of WTAMU-SHS Program available to CFISD for assistance and consultation if the need arises and when possible.

## III. CFISD RESPONSIBILITES

CFISD shall be responsible for the following:

A. Providing an on-site Experience which is pertinent and meaningful for Students.
B. Retaining all authority, control, and responsibility for patient care at Facilities.
C. Accept from WTAMU-SHS Program a number of Students appropriate to staff, space and operations of the Facilities.
D. Allow authorized representatives of WTAMU-SHS Program to participate in the Experience planning.
E. Make representatives of CFISD available to WTAMU-SHS Program for assistance and consultation as the need arises and when possible.
F. Encourage and allow Students to gain properly Experience appropriate to each Student's level of knowledge and training.
G. Based on the availability of facilities, allow Student access to departments appropriate to each Student's level of knowledge and training.
H. Immediately provide medical care in the event of acute injury or illness experienced by a Student while participating in the Experience, the cost of such health care to be the sole responsibility of the Student.
I. Comply with applicable workplace safety laws and regulations. In the event a Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at CFISD, CFISD, upon notice of such incident from the Student, will provide such emergency care as is provided to its employees, including, where applicable: examination and evaluation a CFISD's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care

immediately following the injury as necessary; initiation of Hepatitis B, Hepatitis C, and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that CFISD does not have the resources to provide such emergency care, CFISD will refer such Student to the nearest emergency facility.

J. Provide adequate space for Student-faculty conferences.

K. Provide training to Students regarding the policies and procedures, including confidentiality requirements of CFISD.

## IV. PARTIES MUTUAL RESPONSIBILITIES

The Parties shall be responsible for the following:

A. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Parties will not discriminate, sexually harass, or retaliate against any faculty, Student, or employee because of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or any other basis protected by law. Should either Party be given actual or constructive notice of discrimination, harassment, or retaliation on the basis of any of these protected classes, the Parties will cooperate in an investigation to ascertain the facts; stop the discriminatory, harassing, or retaliatory conduct; remedy the effects of such conduct; and prevent the recurrence of such conduct. WTAMU-SHS Program takes responsibility for training its students on its nondiscrimination policies and grievance procedures, and CFISD takes responsibility for training its employees on its nondiscrimination policies and grievance procedures.

B. Determination of the number of students to be assigned to the Experience shall be a joint decision based on staff and space available at CFISD and eligible Program Students who desire to be educated at CFISD.

C. This Agreement does not prevent CFISD from participation in any other program. Nor does this agreement prevent WTAMU-SHS Program from placing Students with other licensed health care facilities.

D. Each Party designates the following officials, who are familiar with the details of this Agreement, to serve as their representative ("Representatives") to coordinate the details of this collaboration, including but not limited to, scheduling Students for the Experience.

WTAMU-SHS Program assigns: Darla Marcear, Clinical Coordinator Dept. of Speech and Hearing Sciences, 720 S. Tyler, Amarillo, TX 79101 (806)651-5103; dmarcear@wtamu.edu

CFISD assigns: Kelly Mock, Coordinator of Speech Language Pathology; Dr. Mark Henry Administration Bldg., 11440 Matzke Rd. Cypress, TX 77429; 281-897-6477; Kelly.mock@cfisd.net

E. There will be on-going, open communication between the Parties to promote understanding of the expectations and roles of both institutions in providing the Experience for the Students. The Representatives will meet as needed at the convenience of both parties to coordinate and improve the Experience.

F. If, in the sole opinion of CFISD any Student fails to act in accordance with the rules, regulations, policies, and procedures of the Facility, applicable federal and state laws or regulations or any of the provisions of this Agreement, CFISD shall provide written notice to the WTAMU-SHS Program Representative and upon receipt of such notice, WTAMU-SHS Program shall suspend the Student from the Experience until such time as a mutually agreed upon course of corrective action is developed by the Parties. If the Parties fail to agree within ten (10) days from the date of the notice, WTAMU-SHS Program shall withdraw the Student from the Experience.

G. Either Party may remove a Student participating in the Experience if, in the opinion of either Party, the Student is not making satisfactory progress. Any Student who does not satisfactorily complete the Experience or any portion of thereof may repeat the Experience with CFISD only with the written approval of both Parties.

H. At no time shall the Students be considered representatives, employees or agents of either Party. The Students are not eligible to receive payment for services rendered, replace or substitute for WTAMU-SHS Program or CFISD employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of either Party.

I. The Parties agree that neither Party assumes liability for actions taken by Students during the time that they participate in the Experience.

J. The Parties agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the Experience contemplated under this Agreement.

K. The Parties acknowledge and agree that this Agreement does not require, and shall not be construed to require (directly or indirectly, explicitly or implicitly), any Party to use CFISD's facilities, or the admission or referral of any patients to CFISD or any other facility or service related to CFISD.

## V. TERM AND TERMINATION

A. This Agreement shall become effective on the Effective Date and shall remain in effect through December 31, 2030, unless sooner terminated.

B. Either Party may terminate this Agreement without cause by giving thirty (30) days written notice to the other. Students scheduled to participate in the Experience at the time of any such termination shall be allowed to complete their assigned Experience.

## VI. INSURANCE

A. CFISD acknowledges that, because WTAMU is an agency of the state of Texas, liability for the tortious conduct of employees of WTAMU or for injuries caused by conditions or

use of tangible state property is provided solely by the provisions of the Texas Tort Claims Act (*Texas Civil Practice and Remedies Code* Chapters 101 and 104); and that Workers' Compensation Insurance coverage for employees of WTAMU is provided by the A&M System as mandated by the provisions of Chapter 502, *Texas Labor Code*. WTAMU shall have the right, at its option, to (a) obtain liability insurance protecting WTAMU and its employees and property insurance protecting WTAMU's buildings and contents, to the extent authorized by Section 51.966, *Texas Education Code*, or other law, or (b) self-insure against any risk that may be incurred by WTAMU as a result of its operations under the Agreement.

B. CFISD recognizes that the Students, upon payment of a pre-set fee at time of enrollment, are provided a claims-made liability coverage. Such policy shall provide for one million dollars ($1,000,000) per claim and five million dollars ($5,000,000) per policy period coverage during such times as the Students are at the CFISD Facility.

## VII. FERPA

A. For purposes of the Family Educational Rights and Privacy Act ("FERPA"), WTAMU hereby designates CFISD as a school official with a legitimate educational interest in any education records (as defined in FERPA) to the extent CFISD is required to create, access, receive, or maintain those records to fulfill its obligations under this Agreement. CFISD shall comply with FERPA as to any such education records and restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for CFISD to perform its obligations under this Agreement. CFISD shall require any such subcontractors or agents to comply with the same restrictions and obligations imposed on CFISD in this Section, including without limitation, the prohibition on redisclosure. CFISD is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA. CFISD is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement. CFISD shall implement reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

B. To the extent that WTAMU, its employees or Students participating in the WTAMU-SHS Program need access to the education records of students enrolled in CFISD to fulfill their obligations under this Agreement they are required to maintain the confidentiality of such records as required under FERPA. WTAMU, its employees or Students participating in the WTAMU-SHS Program are prohibited from redisclosure of such education records except as provided for in this Agreement or otherwise authorized by FERPA. WTAMU, its employees or Students participating in the WTAMU-SHS Program are only permitted to use such education records for the purpose of fulfilling their obligations under this Agreement. WTAMU shall implement reasonable administrative, technical, and physical safeguards to secure the education records from

unauthorized access, disclosure or use.

**VIII. Deleted**

**IX. MISCELLANEOUS PROVISIONS**

A. Execution and modification. This Agreement is binding only when signed by both Parties. Any modifications or amendments must be in writing and signed by both Parties.

B. Assignment. This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both Parties.

C. Severability: In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement without written amendment hereto, and shall become effective on the date designated by such law or by regulation.

D. Force Majeure. Neither Party is liable or responsible to the other Party for any loss or damage or for any delays or failure to perform under this Agreement due to causes beyond its reasonable control, including, but not limited to, acts of God, employee strikes, epidemics, war, riots, flood, fire, sabotage, terrorist acts or any other circumstances of like character (force majeure occurrence).

E. Entire Agreement. This Agreement contains the entire understanding of the Parties with respect to clinical rotations and supersedes all other written and oral agreements between

the Parties with respect to the clinical rotations. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this Agreement unless expressly stated in writing.

F. Governing Law and Venue. The validity of this Agreement and all matters pertaining thereto, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed by the Constitution and laws of the State of Texas. Pursuant to Section 85.18, *Texas Education Code,* venue for any suit filed against WTAMU shall be in the county in which the primary office of the chief executive officer of WTAMU is located, namely, Randall County, Texas.

G. Independent Contractor Status. Notwithstanding any provision of this Agreement to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this Agreement. The Parties shall be individually liable for each party's own debts and obligations, including the payment of all required withholding, social security and other taxes or benefits of its employees.

H. Headings. Headings appear solely for convenience of reference. Such headings are not part of this agreement and shall not be used to construe it.

I. Provisions. If any provision or provisions of this agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

J. Non-Waiver: CFISD expressly acknowledges that WTAMU is an agency of the State of Texas, and nothing in this Agreement will be construed as a waiver or relinquishment by WTAMU of its right to claim such exemptions, privileges, and immunities as may be provided by law.

K. Public Information Act: CFISD acknowledges that WTAMU is obligated to strictly comply with the Texas Public Information Act, Chapter 552, Texas Government Code (the "PIA"), in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.

L. Use of Name. Each Party acknowledges that all rights in any trademarks, service marks, slogans, logos, designs, and other similar means of distinction associated with that Party (its "Marks"), including all goodwill pertaining to the Marks, are the sole property of that Party. Neither Party may use the Marks of the other without the advance written consent of that Party, except that each Party may use the name of the other Party in factual statements that, in context, are not misleading.

M. Notice. Any notice required or permitted under this Agreement must be in writing, and shall be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address set out below. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission, email or other commercially reasonably means and will be effective when actually received.

Either Party can change their respective notice address by sending to the other party a notice of the new address. Notices should be addressed as follows:

**WTAMU:**
West Texas A&M University
Dept of Speech & Hearing Sciences
Amarillo Center, 720 S. Tyler
Amarillo, TX 79101
806-651-5103
Fax: 806-651-5110
dmarcear@wtamu.edu

**With a copy to:**
West Texas A&M University
Attn: Contracts Administration
Email: contracts@wtamu.edu

**CFISD**:
Kelly Mock
Coordinator of Speech Language
Dr. Mark Henry Administration Bldg.
11440 Matzke Road
Cypress, TX 77429

Kelly.mock@cfisd.net

*Signature Page Follows*

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives.

| WTAMU | CFISD |
| --- | --- |
| on behalf of its College of Nursing and Health Sciences | |
| _____ | _____ |
| Name: | Name: |
| Title: | Title: |
| Date: | Date: |

| | Facility Name | Sport/Activity | Verification |
|---|---|---|---|
| 1 | **Center Stage Dance and Gymnastics** | Dance | Visit |
| 2 | **Cheer Factory** | Stunt | Visit |
| 3 | **High Performance Tennis Academy** | Tennis | Visit |
| 4 | **Hintze Dance** | Dance | Visit |
| 5 | **Snowdonia Sports Complex** | Equestrian | Visit |
| 6 | **Stars Gymnastics** | Gymnastics | Visit |
| 6 | **22 Yards Houston** | Cricket | Visit |

# Memo

**To:** CFISD Board of Trustees

**From:** Tonya Goree, Ed.D.

**CC:** Douglas Killian, Ph.D.

**Date:** December 5, 2025

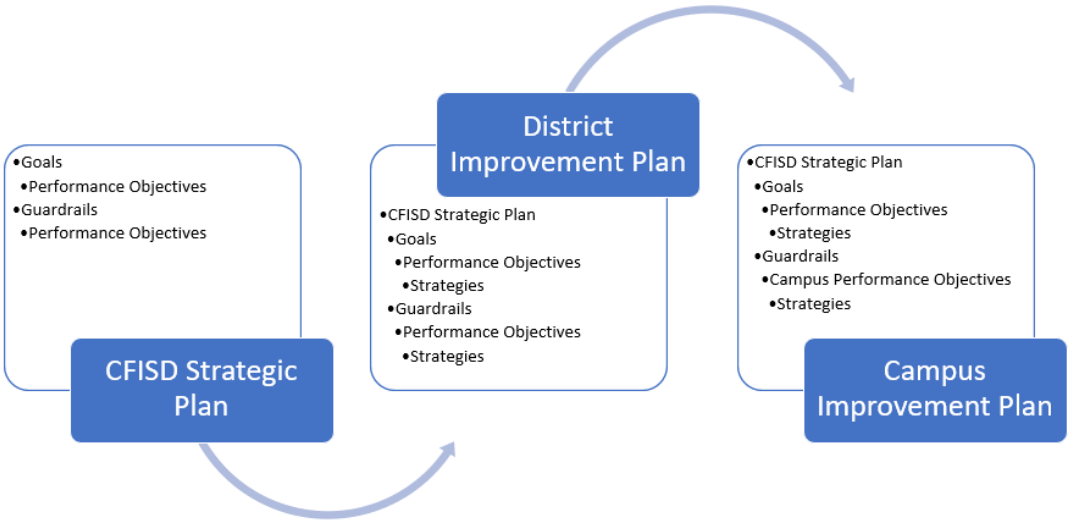
**Re:** District and Campus Improvement Plans

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**Texas Education Code §11.251** requires that the Board of Trustees of each independent school district ensure the development, annual review, and revision of a district improvement plan and campus improvement plans to enhance student performance. The board must annually approve district and campus performance objectives and ensure that these plans:

1. Are mutually supportive in achieving the identified objectives; and
2. At a minimum, align with the state goals and objectives outlined in TEC Chapter 4.

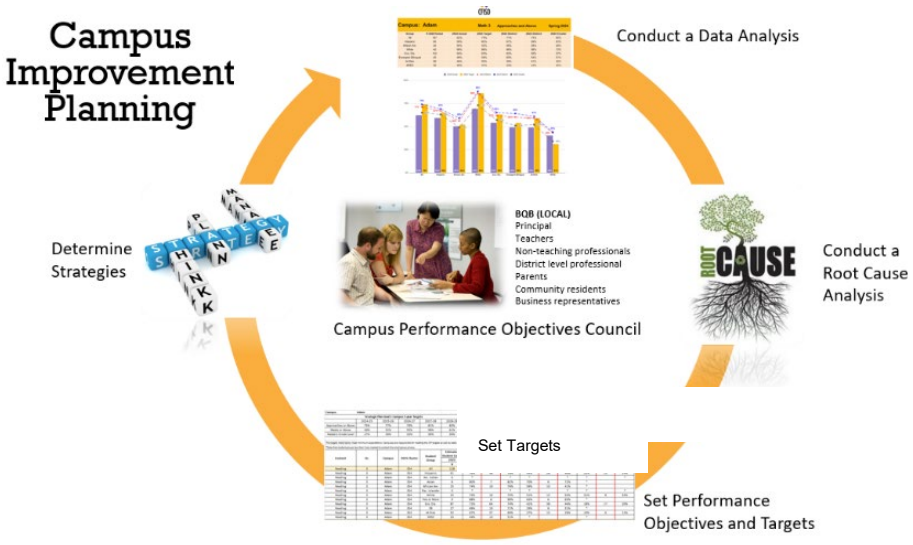
The following outlines the process for developing district and campus improvement plans.




In October 2024, the board approved the CFISD Strategic Plan, comprised of seven goals with specific, quantifiable student outcomes. These goals define what our students should know, accomplish, and be able to do. The Strategic Plan also includes five guardrails, operational actions that support and promote the district's goals. Guardrails ensure a positive learning environment that enables students to achieve these goals. Both the goals and guardrails are embedded in district and campus improvement plans, along with campus-specific strategies designed to support the achievement of the CFISD Strategic Plan.

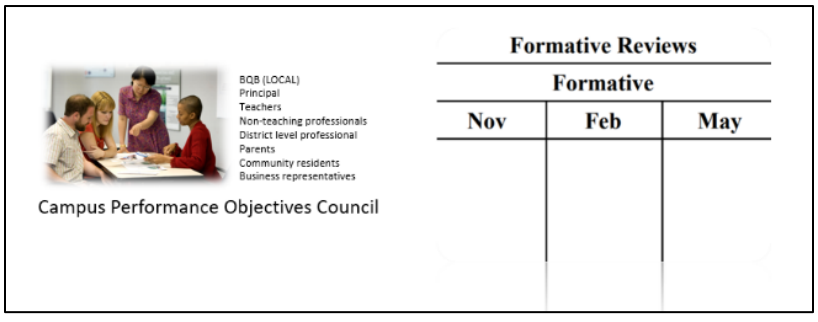
Campus improvement planning is designed as a cycle with the Campus Performance Objective Council (also known as CPOC) at the center of the process. BQB (LOCAL) requires that the CPOC include the following members:

- Campus principal
- 8 teachers
- 4 non-teaching professionals
- 1 district-level professional staff member
- At least 2 parents, 2 community members, and 2 business representatives




At the end of each school year, the CPOC conducts a data analysis of student performance and a root cause analysis to identify specific areas of need for the next school year. Then, when the new school year begins, additional data are reviewed (ex, STAAR/EOC/accountability data received over the summer), the team sets yearly targets, and they determine strategies to meet campus goals. During the school year, the CPOC meets a minimum of 4 times to consider various issues related to student achievement.

In addition to the campus-specific improvement strategies, the District Standard Expectations for elementary and secondary are included as addenda in each CIP. These outline the expectations we have for all our campuses.




Campus improvement plans are considered **living documents**. The CPOC evaluates strategies in November, February, and May, and reviews new data as it becomes available. Adjustments to the CIP are made based on these analyses. The plan is evaluated at the end of each school year.

# 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 ($2^{nd}$-$5^{th}$)
        - 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-$5^{th}$ grade and Interactive Math Notebooks in $2^{nd}$-$5^{th}$ 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:
    - Use Chromebook devices to engage in face-to-face and digital collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
    - 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.

# 2025-2026 Secondary Content Area
# Standard Expectations

## English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

## Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology such as to discover relationships and compare multiple representations.

## Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

**Social Studies**

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

**LOTE**

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.

# Cypress-Fairbanks Independent School District

# District Improvement Plan

# 2025-2026

# Goals

**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.

**Performance Objective 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:** District Progress Monitoring data

| Strategy 1 Details |
|---|
| **Strategy 1:** Math 6-12: We will equip teachers with the tools to help students conceptualize the math using models, structured student discourse, and productive struggle.<br>**Strategy's Expected Result/Impact:** Increased learning outcomes for students<br>**Staff Responsible for Monitoring:** Coordinator for Secondary Math |
| **Strategy 2 Details** |
| **Strategy 2:** Science 6-12: We will equip teachers with the tools to help make students' learning visible through sense-making tasks.<br>**Strategy's Expected Result/Impact:** Increased learning outcomes for students<br>**Staff Responsible for Monitoring:** Coordinator for Secondary Science |
| **Strategy 3 Details** |
| **Strategy 3:** Social Studies 6-12: We will equip teachers with the tools needed to help students construct meaning utilizing various historical artifacts.<br>**Strategy's Expected Result/Impact:** Increased learning outcomes for students<br>**Staff Responsible for Monitoring:** Coordinator for Secondary Social Studies |
| **Strategy 4 Details** |
| **Strategy 4:** Language Arts and Reading 6-8: We will equip teachers with the tools to deliver high-quality first-time instruction, ensuring students experience the rigor of the TEKS.<br>**Strategy's Expected Result/Impact:** Increased learning outcomes for students<br>**Staff Responsible for Monitoring:** Coordinator for Middle School Language Arts and Reading |

**Strategy 5 Details**

**Strategy 5:** English 9-12: We will equip teachers with the tools to deliver high-quality first-time instruction using cognitive engagement strategies.

**Strategy's Expected Result/Impact:** Increased learning outcomes for students

**Staff Responsible for Monitoring:** Coordinator for High School Language Arts

**Strategy 6 Details**

**Strategy 6:** Elementary (All Core Contents): Utilize district and campus data to provide differentiated resources that extend and/or scaffold lessons based on learners' needs.

**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.

**Staff Responsible for Monitoring:** Elementary Coordinator Team

**Strategy 7 Details**

**Strategy 7:** Elementary (All Core Contents): Meet with the Curriculum Review Committee at least 3 times throughout the year to revise/edit/add clarity to district provided resources.

**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.

**Staff Responsible for Monitoring:** Elementary Coordinator Team

**Strategy 8 Details**

**Strategy 8:** Elementary (All Core Contents): Provide Instructional Specialists with professional development opportunities focused on high quality first instruction and targeting critical content standards at least 6 times throughout the year.

**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.

**Staff Responsible for Monitoring:** Elementary Coordinator Team

**Strategy 9 Details**

**Strategy 9:** Elementary RLA: Implement scaffolded approach when teaching the Extended Constructed Responses and other writing responses by including ECR Levels 1-4.

**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.

**Staff Responsible for Monitoring:** 2-5 ELAR Coordinator

**Strategy 10 Details**

**Strategy 10:** Elementary RLA: Provide additional hands-on revising and editing activities within our district curriculum.

**Strategy's Expected Result/Impact:** Increased student performance on reading assessments.

**Staff Responsible for Monitoring:** Elementary 2-5 ELAR Coordinator

**Strategy 11 Details**

**Strategy 11:** Elementary Math: Implement a vertically aligned and systematic fluency focus time within daily lessons.

**Strategy's Expected Result/Impact:** Increase student achievement on Math STAAR

**Staff Responsible for Monitoring:** Primary Coordinator and Elementary Math Coordinator

**Strategy 12 Details**

**Strategy 12:** Elementary Math: Provide additional independent practice of mathematical concepts through paper/pencil opportunities using the Bloom in Math student booklets.

**Strategy's Expected Result/Impact:** Increased student achievement on Math STAAR

**Staff Responsible for Monitoring:** Primary Coordinator and Elementary Math Coordinator

**Strategy 13 Details**

**Strategy 13:** Elementary Math: Include purposeful/timely retrieval opportunities to spiral previously taught TEKS

**Strategy's Expected Result/Impact:** Increased student achievement on Math STAAR

**Staff Responsible for Monitoring:** Primary Coordinator and Elementary Math Coordinator

**Strategy 14 Details**

**Strategy 14:** Elementary Science: Include purposeful/timely retrieval opportunities for students to practice recurring themes and concepts within the content standards

**Strategy's Expected Result/Impact:** Increased student achievement on Science STAAR

**Staff Responsible for Monitoring:** Elementary Science Coordinator

**Strategy 15 Details**

**Strategy 15:** Elementary Science: Embed science software program Edusmart into 5th grade science lessons to strengthen student understanding of content standards

**Strategy's Expected Result/Impact:** Increased student achievement on Science STAAR

**Staff Responsible for Monitoring:** Elementary Science Coordinator

**Strategy 16 Details**

**Strategy 16:** Special Education: Provide resources throughout the year to general education coordinators and coaches to support curriculum accommodations, which support both curriculum writing and campus planning for students with diverse needs. Possible resources include, but are not limited to, newsletters, strategies for accommodating students, overcoming barriers to learning, the distinction between accommodations and modifications, sample supplemental aids, and the role of supplemental aids in the classroom versus on the state assessment.

**Strategy's Expected Result/Impact:** Improvement in student assessment outcomes

**Staff Responsible for Monitoring:** Directors for Special Education and Special Education Coordinators

**Strategy 17 Details**

**Strategy 17:** Special Education and Emergent Bilingual: Provide instructional coaching (i.e. content areas, STAAR interventions) to targeted teachers of emergent bilingual students and teachers of students with disabilities, prioritizing monitor campuses to impact student learning positively.

**Strategy's Expected Result/Impact:** Improvement in student assessment outcomes

**Staff Responsible for Monitoring:** Directors for Special Education and Special Populations, and Coordinators for Special Education and ESL

**Strategy 18 Details**

**Strategy 18:** Health Services: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program.

**Strategy's Expected Result/Impact:** Increased health of students

**Staff Responsible for Monitoring:** Elementary & Secondary Health/PE Coordinator
Director of Health Services

**Strategy 19 Details**

**Strategy 19:** Transition Services: Provide the following transition services: (1) support pre-kindergarten students in their transition to kindergarten by implementing full day Pre-K, (2) support students transitioning from 5th grade to 6th grade through curricular alignment and timely middle school information to 5th grade families, (3) support students transitioning from 8th to 9th grade through curricular alignment and by offering Algebra Camp, and (5) support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and implementation of College Academy on all CFISD high school campuses.

**Strategy's Expected Result/Impact:** Students are prepared for grade level transitions

**Staff Responsible for Monitoring:** Curriculum and Instruction Directors

**Strategy 20 Details**

**Strategy 20:** Title I: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards through a well-rounded program of instruction, identifying students who may be at risk for academic failure, and additional education assistance. Title I funds will be used in coordination with other ESEA programs. Campuses that have the following percentages of economically disadvantaged students will be provided supplemental Title I funds: Elementary - 49%, Middle School - 49%, and High School - 60%.

**Strategy's Expected Result/Impact:** Students at Title I campuses meet the individual campus academic targets

**Staff Responsible for Monitoring:** Director of Federal Programs and Grants

**Goal 2:** The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

**Performance Objective 1:** The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** CTE Data

| Strategy 1 Details |
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| **Strategy 1:** Provide data support to high school campuses to identify students who have not yet met a CCMR indicator and are currently enrolled in a CTE course, enabling campuses to follow up on certification opportunities that would satisfy CCMR requirements.<br>**Strategy's Expected Result/Impact:** Increase CCMR by 2%<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education |
| **Strategy 2 Details** |
| **Strategy 2:** Promote the importance, value, and advantages of CFISD CTE courses to students by highlighting opportunities such as industry-based certifications, work-based learning experiences, and potential cost savings for post-secondary education or training.<br>**Strategy's Expected Result/Impact:** Increase enrollment and retention in CFISD CTE courses to support the district goal of improving CCMR outcomes by 2% and to enhance the career readiness of CFISD CTE students.<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education |
| **Strategy 3 Details** |
| **Strategy 3:** Develop and implement strategies to attract and retain CTE teachers, with a focus on high-demand fields where industry salaries are competitive.<br>**Strategy's Expected Result/Impact:** The district will sustain and grow CTE programs, ensuring instructor stability to build strong student pathways and maintain CFISD's competitive edge in career and technical education.<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education |

**Goal 2:** The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

**Performance Objective 2:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Advanced placement and dual-credit data

| Strategy 1 Details |
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| **Strategy 1:** Provide opportunities for students to complete a post-secondary degree while in high school through enrollment in the College Academy.<br>**Strategy's Expected Result/Impact:** All campuses will show an increase in enrollment in the College Academy cohort by 2%.<br>**Staff Responsible for Monitoring:** Director of Advanced Academics |
| **Strategy 2 Details** |
| **Strategy 2:** Facilitate campus and district presentations for students and parents to provide information to include topics such as enrollment and registration for Dual Credit, Advanced Placement, College Academy, college readiness testing, and post-secondary resources.<br>**Strategy's Expected Result/Impact:** All campuses will show an increase in the number of students enrolled in Dual Credit and Advanced Placement courses by 2%.<br>**Staff Responsible for Monitoring:** Director of Advanced Academics |
| **Strategy 3 Details** |
| **Strategy 3:** Provide training for district and campus staff in support strategies for student success in Dual Credit courses.<br>**Strategy's Expected Result/Impact:** All campuses will show an increase in the passing rate for Dual Credit courses by 2%.<br>**Staff Responsible for Monitoring:** Director of Advanced Academics |
| **Strategy 4 Details** |
| **Strategy 4:** Provide training for district and campus staff in support strategies for success in Advanced Placement courses.<br>**Strategy's Expected Result/Impact:** All campuses will show an increase in the number of college hours earned on AP exams by 2%.<br>**Staff Responsible for Monitoring:** Director of Advanced Academics |

**Goal 2:** The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

**Performance Objective 3:** The percentage of students who participate in extracurricular activities (including clubs, FROTC, HOSA, etc) will increase by 2% each year.

**Evaluation Data Sources:** Extracurricular data

| Strategy 1 Details |
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| **Strategy 1:** Expand the extracurricular data tracking system.<br>**Strategy's Expected Result/Impact:** Expanded collection of extracurricular data<br>**Staff Responsible for Monitoring:** Assistant Superintendent District Improvement and Accountability |

**Goal 3:** The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

**Performance Objective 1:** The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Graduation rate data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Monitor the number of senior students who are on track to graduate twice a year.<br>**Strategy's Expected Result/Impact:** Increase the graduation rate by 1% each year.<br>**Staff Responsible for Monitoring:** Counseling and School Leadership Department |

**Strategy 2 Details**

**Strategy 2:** Implement the following strategies to assist students in making informed curriculum choices to be prepared for success beyond high school:

*Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. (Guidance & Counseling)

*Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course.

*Facilitate annual Financial Aid Night to provide students with information on financial aid and scholarship opportunities to pay for college.

*Facilitate annual 9th, 10th, 11th, and 12th grade parent nights to provide information on college and career readiness to include topics such as enrollment in Dual Credit and Advanced Placement courses, participation in College Academy, first generation college transition, and a college fair which includes HBCUs.

The district implements the following related to higher education admissions and financial aid to support middle school and high school students, teachers, counselors and parents:
TEXAS Grant Program and Teach for Texas Grant
Higher education admissions and financial aid opportunities
College night
Parent night (each grade level)
8th grade guidance program
Sophomore conference
Junior conferences
Senior conferences
Classroom guidance
Financial aid night
Use of the career exploration tool Xello
College knowledge week

**Strategy's Expected Result/Impact:** Increased graduation rates

**Staff Responsible for Monitoring:** Director of Counseling
Director of High School Curriculum

**Strategy 3 Details**

**Strategy 3:** Special Education: Monitor and evaluate progress reports and report cards to ensure students are meeting passing standards and evaluate the need for grade repair, additional academic support, or credit recovery to ensure student graduation. This will be done by:
(1) Providing instruction to campus special education leaders and administrators on processes to evaluate the need for grade repair, additional academic support, or credit recovery at progress reports and report cards each grading period.
(2) Campus special education leaders and administrators will send district special education coordinators documentation demonstrating the completion of the evaluation and implementation processes.

**Strategy's Expected Result/Impact:** Increase the graduation rate of special education students

**Staff Responsible for Monitoring:** Director of Special Education and Special Education Coordinators

**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.

**Performance Objective 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 |
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| **Strategy 1:** Elementary RLA: Provide professional development to strengthen the alignment of mCLASS and MAP data for data-driven decision-making.<br>**Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data<br>**Staff Responsible for Monitoring:** Elementary Coordinator team |
| **Strategy 2 Details** |
| **Strategy 2:** Elementary RLA: Provide targeted professional development on resources specific to individual student needs based on mCLASS and/or MAP assessment data.<br>**Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data<br>**Staff Responsible for Monitoring:** Elementary Coordinator team |

**Goal 5:** 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

**Performance Objective 1:** The percentage of students who meet the 50% AMIRA Reading Mastery score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA data

| Strategy 1 Details |
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| **Strategy 1:** Elementary RLA: Provide professional development to strengthen the alignment of Amira and MAP data for data-driven decision-making.<br>**Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data<br>**Staff Responsible for Monitoring:** Elementary Coordinator Team |
| **Strategy 2 Details** |
| **Strategy 2:** Elementary RLA: Provide targeted professional development on resources specific to individual student needs based on Amira and/or MAP assessment data.<br>**Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data<br>**Staff Responsible for Monitoring:** Elementary Coordinator Team |

**Goal 6:** The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR will increase from 35% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

**Performance Objective 1:** The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA data

| Strategy 1 Details |
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| **Strategy 1:** Elementary RLA: Provide professional development to strengthen the alignment of Amira and STAAR data for data-driven decision-making.<br>**Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data<br>**Staff Responsible for Monitoring:** Primary and 2-5 ELAR Coordinators |
| **Strategy 2 Details** |
| **Strategy 2:** Elementary RLA: Provide targeted professional development on resources specific to individual student needs based on Amira and/or STAAR assessment data.<br>**Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data<br>**Staff Responsible for Monitoring:** Primary and 2-5 ELAR Coordinators |

**Goal 7:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

**Performance Objective 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 |
|---|
| **Strategy 1:** Elementary Math: Utilize district and campus data to provide differentiated resources that extend and/or scaffold lessons based on learners' needs.<br>**Strategy's Expected Result/Impact:** An increase in student growth at each passing level of state and district assessments.<br>**Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator |
| **Strategy 2 Details** |
| **Strategy 2:** Elementary Math: Meet with the Curriculum Review Committee at least 3 times throughout the year to revise/edit/add clarity to district provided resources.<br>**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.<br>**Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator |
| **Strategy 3 Details** |
| **Strategy 3:** Elementary Math: Provide grade level resources, embed curriculum videos and host at least 3 professional development opportunities to deepen knowledge and understanding of content and processes.<br>**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.<br>**Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator |
| **Strategy 4 Details** |
| **Strategy 4:** Elementary Math: Provide Instructional Specialists with professional development opportunities focused on high quality first instruction and targeting critical content standards at least 6 times throughout the year.<br>**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.<br>**Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator |
| **Strategy 5 Details** |
| **Strategy 5:** Elementary Math: Implement a vertically aligned and systematic fluency focus time within daily lessons.<br>**Strategy's Expected Result/Impact:** Increased grade-level readiness in the 26-27 school year.<br>**Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator |

| Strategy 6 Details |
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| **Strategy 6:** Elementary Math: Provide additional independent practice of mathematical concepts through paper/pencil opportunities using the Bloom in Math student booklets.<br>**Strategy's Expected Result/Impact:** Strengthened first instruction, resulting in an increase in student achievement at each passing level of state and district assessments.<br>**Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator |

**Goal 8:** Guardrail 1: Safe and Supportive Schools

The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

**Performance Objective 1:** Implement the Safe and Supportive Schools Plan

**Evaluation Data Sources:** Safe and Supportive Schools Data

| Strategy 1 Details |
|---|
| **Strategy 1:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Cy-Fair Tipline submissions are reviewed, prioritized, addressed, and closed as needed.<br>**Strategy's Expected Result/Impact:** 100% of all tips are closed within 10 school days<br>**Staff Responsible for Monitoring:** Office of Emergency Management |
| **Strategy 2 Details** |
| **Strategy 2:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of all exterior door sweep audits.<br>**Strategy's Expected Result/Impact:** 100% of campuses complete the required weekly door sweep audits.<br>**Staff Responsible for Monitoring:** Office of Emergency Management |
| **Strategy 3 Details** |
| **Strategy 3:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Conduct unannounced observations of campus emergency drills.<br>**Strategy's Expected Result/Impact:** Assess one-third of campuses through scheduled safety and security audits.<br>**Staff Responsible for Monitoring:** Office of Emergency Management |
| **Strategy 4 Details** |
| **Strategy 4:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of the required metal detector searches for each campus (2 per semester).<br>**Strategy's Expected Result/Impact:** Completion of 100% of the searches.<br>**Staff Responsible for Monitoring:** Office of Emergency Management |
| **Strategy 5 Details** |
| **Strategy 5:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Safe School Checks are being performed by officers at every elementary campus and early learning center.<br>**Strategy's Expected Result/Impact:** Every elementary campus and early learning center is visited a minimum of 2 times per day by CFPD.<br>**Staff Responsible for Monitoring:** Cy-Fair Police Department |

**Strategy 6 Details**

**Strategy 6:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Conduct 3, random K-9 searches per campus, per semester.

**Strategy's Expected Result/Impact:** Completion of 100% of the searches.

**Staff Responsible for Monitoring:** Cy-Fair Police Department

**Strategy 7 Details**

**Strategy 7:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of confirmed assault incidents on campuses.

**Strategy's Expected Result/Impact:** PEIMS discipline reason codes 27,28,29,30,31, and 32 will be monitored to determine proactive or responsive measures needed to decrease the number of assault incidents.

**Staff Responsible for Monitoring:** Student Services; Cy-Fair Police Department

**Strategy 8 Details**

**Strategy 8:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of drug infractions on campuses.

**Strategy's Expected Result/Impact:** PEIMS discipline reason codes 36,62, and 64 will be monitored to determine proactive or responsive measures needed to decrease the number of drug infractions.

**Staff Responsible for Monitoring:** Student Services; Cy-Fair Police Department

**Strategy 9 Details**

**Strategy 9:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of firearms on campuses.

**Strategy's Expected Result/Impact:** CFISD discipline reason code 78 will be monitored to determine proactive or responsive measures needed to eliminate incidents.

**Staff Responsible for Monitoring:** Student Services; Cy-Fair Police Department

**Strategy 10 Details**

**Strategy 10:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of confirmed bullying incidents as per Policy FFI- Local.

**Strategy's Expected Result/Impact:** PEIMS discipline reason code 61 and CFISD discipline reason codes 13 and 705 will be monitored to determine proactive or responsive measures needed to reduce bullying incidents.

**Staff Responsible for Monitoring:** Student Services

**Strategy 11 Details**

**Strategy 11:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that a student support management plan is developed in Sentinel for students identified as posing potential threats at the High or Imminent level.

**Strategy's Expected Result/Impact:** The student support management plan is designed to address the specific needs of the student, protect potential targets, and enhance the overall school environment.

**Staff Responsible for Monitoring:** Mental Health Intervention Team

**Strategy 12 Details**

**Strategy 12:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Mental Health Intervention Team will support parental rights and education in the intervention of self-harm risk.

**Strategy's Expected Result/Impact:** MHIT will analyze qualitative and ratio data (denial: consent) regarding parent/guardian rationale for denial of self-harm screening consent in order to provide more individualized/tailored resources to the community.

**Staff Responsible for Monitoring:** Mental Health Intervention Team

**Strategy 13 Details**

**Strategy 13:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Substance Use Awareness & Prevention Program: Implement district-wide awareness and prevention programs.

**Strategy's Expected Result/Impact:** Program will be monitored to ensure benefit and support to students and staff.

**Staff Responsible for Monitoring:** Guidance and Counseling

**Strategy 14 Details**

**Strategy 14:** SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Continue to monitor implementation of Bringing Out the Best (Character Education) Lessons to ensure they are meeting the needs of teachers and students.

**Strategy's Expected Result/Impact:** To ensure engaging and relevant lessons, semi-annual teacher survey feedback will be reviewed.

**Staff Responsible for Monitoring:** Guidance and Counseling; School Leadership

**Goal 8:** Guardrail 1: Safe and Supportive Schools
The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

**Performance Objective 2:** Increase the student attendance rate to 95% or show improvement from the prior year.

**Evaluation Data Sources:** Attendance data

| Strategy 1 Details |
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| **Strategy 1:** Continue to implement a district-wide plan (inclusive of awareness campaigns, training, interventions, tools and/or resources) to address non-attendance/truant behavior patterns at all CFISD campuses.<br>**Strategy's Expected Result/Impact:** Routine and timely intervention for chronically absent students to reduce truancy and increase student attendance.<br>**Staff Responsible for Monitoring:** Campus Administrators, Student Service Department, Information Services & Applications/Technology Department. |
| **Strategy 2 Details** |
| **Strategy 2:** Establish a campus and district level standard of routinely analyzing attendance data for trends that significantly impact attendance.<br>**Strategy's Expected Result/Impact:** Proactive and/or responsive measures that increase student attendance rates.<br>**Staff Responsible for Monitoring:** Campus Administrators, Student Service Department, Information Services & Applications/Technology Department |

**Goal 8:** Guardrail 1:  Safe and Supportive Schools
The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

**Performance Objective 3:** Ensure all campuses fully implement PBIS or another research-based schoolwide behavioral support system.

**Evaluation Data Sources:** PBIS or other research-based schoolwide behavioral support system data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Monitor implementation of PBIS or other research-based school wide behavioral support systems at all schools.<br>**Strategy's Expected Result/Impact:** District will be able to identify areas or strengthen and areas of need in regard to PBIS implementation.<br>**Staff Responsible for Monitoring:** Student Services Department |
| **Strategy 2 Details** |
| **Strategy 2:** Coordinate an annual evaluation with campus staff using the Tiered Fidelity Inventory to measure the level of implementation of PBIS systems on their campus.<br>**Strategy's Expected Result/Impact:** Campuses will be able to improve targeted components of PBIS.<br>**Staff Responsible for Monitoring:** Campus staff, Student Services Department |
| **Strategy 3 Details** |
| **Strategy 3:** Provide campuses with access to online behavioral trainings and resources through the CFISD intranet.<br>**Strategy's Expected Result/Impact:** Campuses will be able to train staff and strengthen their implementation of PBIS.<br>**Staff Responsible for Monitoring:** Student Services Discipline Directors |

**Goal 8:** Guardrail 1:  Safe and Supportive Schools
The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

**Performance Objective 4:** Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness.

**Evaluation Data Sources:** Technology data

| Strategy 1 Details |
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| **Strategy 1:** Incident response and training of staff and students.<br>**Strategy's Expected Result/Impact:** Enhanced protection of sensitive and confidential data through proactive training and response measures<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services |
| **Strategy 2 Details** |
| **Strategy 2:** Strengthen digital resource governance and data security.<br>**Strategy's Expected Result/Impact:** Establish a consistent framework that ensures data privacy, security, and compliance across all digital tools and systems.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services |
| **Strategy 3 Details** |
| **Strategy 3:** Maintain layered approach to protection based on National Institute of Standards Cybersecurity Framework.<br>**Strategy's Expected Result/Impact:** Increased cybersecurity resilience by ensuring each layer of security works to cohesively to protect district data and systems<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services |

**Goal 9:** Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 1:** Implement a recruitment plan focused on recruiting an effective teacher and leadership staff.

**Evaluation Data Sources:** Recruitment data

| Strategy 1 Details |
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| **Strategy 1:** Conduct in-person and virtual experienced teacher interview events to attract certified educators from Texas and across the nation.<br>**Strategy's Expected Result/Impact:** Increase in the number of certified applicants to teaching positions.<br>**Staff Responsible for Monitoring:** Human Resources |

| Strategy 2 Details |
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| **Strategy 2:** Maximize recruitment activities at Texas universities that yield the highest number of CFISD teacher hires.<br>**Strategy's Expected Result/Impact:** Increase the number of school visits to the top 10 Texas university programs from which CFISD hires the most teachers.<br>**Staff Responsible for Monitoring:** Human Resources |

**Goal 9:** Guardrail 2: Human Capital
The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 2:** Provide a competitive compensation package for all employees.

**Evaluation Data Sources:** Compensation plan data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Evaluate whether it is beneficial for the District to continue to participate in TRS-ActiveCare medical insurance.<br>**Strategy's Expected Result/Impact:** Provide the best option for a medical insurance plan.<br>**Staff Responsible for Monitoring:** CFO and Assistant Superintendent of Business & Financial Services |
| **Strategy 2 Details** |
| **Strategy 2:** Evaluate voluntary insurance plans to determine the best plans and prices for the District.<br>**Strategy's Expected Result/Impact:** Provide the best option for voluntary insurance plans.<br>**Staff Responsible for Monitoring:** CFO and Assistant Superintendent of Business & Financial Services |
| **Strategy 3 Details** |
| **Strategy 3:** Review employee base pay systems and pay for extracurricular duty assignments (stipends) in the local job market.<br>**Strategy's Expected Result/Impact:** Base pay and extracurricular duty assignment pay recommendations based on the local market.<br>**Staff Responsible for Monitoring:** Human Resources |

**Goal 9:** Guardrail 2: Human Capital
The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 3:** Increase the substitute fill rate for non-vacant teacher assignments to 90% or show improvement of 1% or more.

**Evaluation Data Sources:** Substitute fill rate data

| Strategy 1 Details |
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| **Strategy 1:** Require all substitutes to fulfill the district's requirement to accept at least 4 assignments within a thirty-day period.<br>**Strategy's Expected Result/Impact:** Increase the number of substitute assignments that substitutes fulfill each month.<br>**Staff Responsible for Monitoring:** Human Resources |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Promote substitute employment opportunities at college and university recruitment events.<br>**Strategy's Expected Result/Impact:** Increase the number of substitute applications from candidates pursuing a college education.<br>**Staff Responsible for Monitoring:** Human Resources |

**Goal 9:** Guardrail 2: Human Capital
The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 4:** Promote 100% of highly qualified teacher pathway candidates as teachers.

**Evaluation Data Sources:** Teacher candidate data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Support the transition of teacher pathway candidates to full-time, certified teacher roles.<br>**Strategy's Expected Result/Impact:** Hire 100% of eligible teacher residency candidates at the completion of residency program.<br>**Staff Responsible for Monitoring:** Human Resources |

**Goal 9:** Guardrail 2:  Human Capital
The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 5:** Increase the number of teachers earning a designation through the Teacher Incentive Allotment program.

**Evaluation Data Sources:** Teacher Incentive Allotment data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Investigate means of expanding teachers eligible for the Teacher Incentive Allotment.<br>**Strategy's Expected Result/Impact:** Increased content areas included in the CFISD TIA plan<br>**Staff Responsible for Monitoring:** Teacher Incentive Allotment Committee |

**Goal 9:** Guardrail 2: Human Capital
The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 6:** Increase the fill rate for special education teachers and paraprofessionals by 2%.

**Evaluation Data Sources:** Special Education teacher fill rate data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Recruit certified retired educators for special education teaching assignments.<br>**Strategy's Expected Result/Impact:** Recruit CFISD degreed paraprofessionals to enroll in an approved educator preparation program that leads certification.<br>**Staff Responsible for Monitoring:** Human Resources |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Conduct community job fairs at CFISD high school campuses to recruit paraprofessionals for special education assignments.<br>**Strategy's Expected Result/Impact:** Decrease the number of special education paraprofessional vacancies.<br>**Staff Responsible for Monitoring:** Human Resources |

**Goal 9:** Guardrail 2: Human Capital
The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 7:** Develop a plan to maintain a low teacher turnover rate.

**Evaluation Data Sources:** Teacher turnover rate data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Collaborate with campus leadership to identify retention strategies based on Hanover teacher retention study findings.<br>**Strategy's Expected Result/Impact:** Develop campus plan to lower teacher turnover<br>**Staff Responsible for Monitoring:** Human Resources, School Leadership, Curriculum & Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Collaborate with principals to support alternative certification program candidates.<br>**Strategy's Expected Result/Impact:** Increase retention of teachers on non-standard certificates.<br>**Staff Responsible for Monitoring:** Human Resources |

**Goal 10:** 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:** Implement a comprehensive marketing plan to celebrate why parents, employees and the community should "Choose CFISD."

**Evaluation Data Sources:** PK & K Snapshot enrollment data; HR teacher applications; marketing campaign elements and metrics

| Strategy 1 Details |
| --- |
| **Strategy 1:** Meet with Freed monthly to discuss district goals, timelines, budgets, strategies, and metrics to measure campaign efforts.<br>**Strategy's Expected Result/Impact:** Produce marketing campaign media and measure campaign efforts<br>**Staff Responsible for Monitoring:** Director of Communication |
| **Strategy 2 Details** |
| **Strategy 2:** Integrate campaign elements and dates in the communication calendar.<br>**Strategy's Expected Result/Impact:** Widen marketing reach<br>**Staff Responsible for Monitoring:** Director of Communication |
| **Strategy 3 Details** |
| **Strategy 3:** Provide a marketing toolkit and assets for digital displays to campus-based staff.<br>**Strategy's Expected Result/Impact:** Widen marketing reach<br>**Staff Responsible for Monitoring:** Director of Communication |

**Goal 10:** 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 2:** Engage parents, businesses, and community members in CFISD volunteer opportunities and events.

**Evaluation Data Sources:** Sign-in sheets; Cognito summaries of donations, and sponsorships

| Strategy 1 Details |
| --- |
| **Strategy 1:** Schedule and facilitate meaningful engagements with community volunteers including fundraising vendors, PTOs and booster clubs, VIPS committees, bus buddies, business partner meetings, mentor trainings, school adoptions, VIPS Appreciation Event, Superintendent's Fun Run, and Community Connect events.<br>**Strategy's Expected Result/Impact:** Increased participation<br>**Staff Responsible for Monitoring:** Director of Community Engagement, Director of General Administration |

**Goal 10:** 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 3:** Continue to implement strategies that provide opportunities for stakeholder engagement and feedback.

**Evaluation Data Sources:** Stakeholder input and feedback; Leadership CFISD pre- and post-perception survey

| Strategy 1 Details |
| --- |
| **Strategy 1:** Continue use of a districtwide committee application to create diverse committee membership.<br>**Strategy's Expected Result/Impact:** Increased number of committee applications and improved transparency<br>**Staff Responsible for Monitoring:** Chief of Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Continue to post committee members, meeting minutes, meeting dates, and contact information on the website for each committee.<br>**Strategy's Expected Result/Impact:** Improved transparency of committee meetings<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Communication & Community Relations |
| **Strategy 3 Details** |
| **Strategy 3:** Meet with teacher representatives from each campus to continue to identify strategies to maximize teacher time.<br>**Strategy's Expected Result/Impact:** New processes and procedures that will positively impact teachers and improve teacher retention<br>**Staff Responsible for Monitoring:** Chief of Staff |
| **Strategy 4 Details** |
| **Strategy 4:** Continue offering the Leadership CFISD program.<br>**Strategy's Expected Result/Impact:** Educated parents and community volunteers; community ambassadors<br>**Staff Responsible for Monitoring:** Chief of Staff |
| **Strategy 5 Details** |
| **Strategy 5:** Continue to identify and implement opportunities for staff, parents, and community members to provide input and feedback.<br>**Strategy's Expected Result/Impact:** Parents, staff and community members have more opportunities to provide input and feedback.<br>**Staff Responsible for Monitoring:** Chief of Staff |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Continue to identify opportunities to share positive stories and facts with CFISD staff and the community and encourage positive community outreach.<br>**Strategy's Expected Result/Impact:** Educated staff, parents and community volunteers; community and staff ambassadors<br>**Staff Responsible for Monitoring:** Chief of Staff, Director of Communication |

**Goal 10:** 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 4:** Implement a comprehensive plan to increase revenue.

**Evaluation Data Sources:** Naming rights/advertising; outside facilities use; Berry Center/VPAC; athletics; Community Programs; inter-district transfers; Pre-K enrollment

| Strategy 1 Details |
| --- |
| **Strategy 1:** Contract with a consultant to conduct an asset inventory and valuation for the potential sale of naming rights.<br>**Strategy's Expected Result/Impact:** Value of naming rights for the Berry Center, Pridgeon Stadium, VPAC, and the Natatorium<br>**Staff Responsible for Monitoring:** Director of Community Engagement |
| **Strategy 2 Details** |
| **Strategy 2:** Develop a plan for offering tuition-based Pre-K.<br>**Strategy's Expected Result/Impact:** Increased revenue<br>**Staff Responsible for Monitoring:** Chief of Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Expand outside use of facilities.<br>**Strategy's Expected Result/Impact:** Increased revenue<br>**Staff Responsible for Monitoring:** Director of General Administration |
| **Strategy 4 Details** |
| **Strategy 4:** Increase advertising opportunities.<br>**Strategy's Expected Result/Impact:** Increased revenue<br>**Staff Responsible for Monitoring:** Director of Community Engagement |
| **Strategy 5 Details** |
| **Strategy 5:** Maximize community rentals of the VPAC & Berry Center.<br>**Strategy's Expected Result/Impact:** Increased revenue<br>**Staff Responsible for Monitoring:** Director of MHAB/VPAC, Director of Berry Center |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Maximize staffing and enrollment for Club Rewind and 5 Early Learning Centers.<br>**Strategy's Expected Result/Impact:** Increased revenue<br>**Staff Responsible for Monitoring:** Director of Community Programs |

| Strategy 7 Details |
| --- |
| **Strategy 7:** Explore new programming options for Club Rewind.<br>**Strategy's Expected Result/Impact:** Increased revenue<br>**Staff Responsible for Monitoring:** Director of Community Programs |

**Goal 11:** Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

**Performance Objective 1:** Develop and manage an operating budget that reflects the objectives of the District Improvement Plan.

**Evaluation Data Sources:** Budget data

| Strategy 1 Details |
| --- |
| **Strategy 1:** 1. Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections.<br>2. Monitor revenues and expenditures by preparing monthly budget to actual financial reports.<br>3. Present quarterly budget review to the Board of Trustees for approval.<br>4. Monitor state legislature to anticipate issues that may affect funding.<br>5. Prepare five-year projections.<br>**Strategy's Expected Result/Impact:** Budget that supports the Strategic Plan and District Improvement Plan<br>**Staff Responsible for Monitoring:** CFO & Assistant Superintendent of Business & Financial Services |

**Goal 11:** Guardrail 4: Financial Management
The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

**Performance Objective 2:** Maintain an appropriate operating fund balance.

**Evaluation Data Sources:** Fund balance data

| Strategy 1 Details |
| --- |
| **Strategy 1:** 1. Develop and adopt a fiscally responsible budget to meet Board and instructional goals.<br>2. Maintain a working long-range budget.<br>3. Monitor revenues and expenditures by preparing monthly budget to actual financial reports.<br>4. Present quarterly budget review to the Board of Trustees for approval.<br>5. Analyze the current budget to actual for evaluation of revenues and expenditures.<br>**Strategy's Expected Result/Impact:** General fund balance of at least 4 months of operating expenditures.<br>**Staff Responsible for Monitoring:** CFO & Assistant Superintendent of Business & Financial Services |

**Goal 11:** Guardrail 4: Financial Management
The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

**Performance Objective 3:** Maintain underlying bond rating from major bond rating agencies.

**Evaluation Data Sources:** Bond rating data

| Strategy 1 Details |
| --- |
| **Strategy 1:** 1. Monitor post-issuance and disclosure compliance with all bond transactions.<br>2. Maintain a general fund balance of at least 4 months of operating expenditures.<br>3. Monitor market and bond call dates to maximize refunding opportunities.<br>**Strategy's Expected Result/Impact:** Moody's AA1 rating, Standard & Poor's AA rating, Fitch AA+ rating<br>**Staff Responsible for Monitoring:** CFO & Assistant Superintendent of Business & Financial Services |

**Goal 11:** Guardrail 4: Financial Management
The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

**Performance Objective 4:** Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders.

**Evaluation Data Sources:** Data governance framework

| Strategy 1 Details |
| --- |
| **Strategy 1:** Expand district data dashboards.<br>**Strategy's Expected Result/Impact:** Provides administrators, teachers, and staff with real-time, data-driven insights to make informed decisions about student performance, resource allocation, and operational efficiency.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Texas Education Agency transition to EdFi.<br>**Strategy's Expected Result/Impact:** Ed-Fi standards will offer improved data interoperability, reduced data redundancies, and better insights into student performance data and outcomes.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Technology Services and Information Systems |

**Goal 11:** Guardrail 4: Financial Management
The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

**Performance Objective 5:** Develop a district-wide electronic documents environment, including automated workflows.

**Evaluation Data Sources:** Electronic documents environment data and automated workflow data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement and maintain automated processes<br>**Strategy's Expected Result/Impact:** Increased number of automated departmental and campus workflows<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Technology Services and Information Systems |

**Goal 12:** Guardrail 5: Operations

The superintendent schall ensure that facilities and services adequately support the educational program and other operations.

**Performance Objective 1:** Maintain Transportation Department morning on-time arrivals at 95% and increase afternoon on-time arrivals to 92%.

**Evaluation Data Sources:** Transportation data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Evaluate and revise routes as needed to maintain on-time performance objectives.<br>**Strategy's Expected Result/Impact:** Morning 95%, Afternoon 92%<br>**Staff Responsible for Monitoring:** Director of Transportation Assistant Director of Transportation<br>Assistant Director of Transportation Operations<br>Area Directors<br>Fleet Communications Manager |

**Goal 12:** Guardrail 5: Operations
The superintendent schall ensure that facilities and services adequately support the educational program and other operations.

**Performance Objective 2:** Maintain an 85% or higher Transportation Department retention rate.

**Evaluation Data Sources:** Transportation data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Provide opportunities for employees to maintain a positive working environment and strategies to increase morale at transportation centers.<br>**Strategy's Expected Result/Impact:** 85% or higher transportation department employee retention rate<br>**Staff Responsible for Monitoring:** Director of Transportation<br>Assistant Director of Transportation<br>Assistant Director of Transportation Human Resources<br>Transportation HR Specialist |

**Goal 12:** Guardrail 5: Operations
The superintendent schall ensure that facilities and services adequately support the educational program and other operations.

**Performance Objective 3:** Increase the reimbursable breakfast participation percentage to 40%.

**Evaluation Data Sources:** Breakfast participation data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Work with campus administration and other departments to reduce or eliminate obstacles to breakfast participation.<br>**Strategy's Expected Result/Impact:** Increase the reimbursable breakfast participation percentage to 40%.<br>**Staff Responsible for Monitoring:** Nutrition Services Director |

**Goal 12:** Guardrail 5: Operations
The superintendent schall ensure that facilities and services adequately support the educational program and other operations.

**Performance Objective 4:** Continue completion of projects approved in the 2019 Bond referendum.

**Evaluation Data Sources:** 2019 bond completion rates

| Strategy 1 Details |
| --- |
| **Strategy 1:** Complete Phase 5 of the 2019 Bond Program.<br>**Strategy's Expected Result/Impact:** Maintain a safe and comfortable learning environment<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Construction |

**Goal 12:** Guardrail 5: Operations
The superintendent schall ensure that facilities and services adequately support the educational program and other operations.

**Performance Objective 5:** Develop a Long-Range Plan to address projected student enrollment and asset protection, infrastructure needs, and replacement cycles for existing facilities.

**Evaluation Data Sources:** Long range plan

| Strategy 1 Details |
| --- |
| **Strategy 1:** Perform facility assessments utilizing input from District personnel, campus staff, and consultants.<br>**Strategy's Expected Result/Impact:** Provide a comprehensive report that can be used for future bond planning exercises.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Construction |

# Cypress-Fairbanks Independent School District

# A. Robison Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Improve Tier 1 instruction in 3rd, 4th, and 5th-grade math.<br><br>Strategy: Provide professional development for 3rd-5th math teachers and provide administrative support by regularly attending weekly planning.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Increase instructional capacity of staff by providing regular, specific feedback.<br><br>Strategy: Consistent feedback will be provided to teachers through WeClimb observations, CF-TESS walk-throughs, and informal feedback, with a greater emphasis on teachers with one to five years of experience.<br>**Strategy's Expected Result/Impact:** Increase in student achievement due to improvement of Tier 1 instruction.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Intentionally plan for small-group and Closing the Gap instruction in reading and math.<br><br>Strategy: K-5 teachers will review student data after each district assessment. Time for long-range planning will be provided to teachers to plan for specific small-group instruction and Closing the Gap instruction. Teachers will measure their students' progress as it relates to STAAR (% Approaches, Meets, and Masters) and set goals to contribute to our campus goal of achieving an overall A rating.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** PE Coaches and Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: Students will have the opportunity to participate in activities outside the classroom, including Choir, Student Council, Safety Patrol, Destination Imagination, Name That Book, and auditioning for an original Robison play.<br>**Strategy's Expected Result/Impact:** Increase in student attendance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Sponsors for student groups |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: Administrators will meet with 3rd, 4th, and 5th-grade students needing academic support to assist them with goal-setting following each grading period.<br>**Strategy's Expected Result/Impact:** Increase in student achievement<br>**Staff Responsible for Monitoring:** Assistant Principals and Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** RLA Instructional Specialist and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** RLA Instructional Specialist and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** RLA Instructional Specialist and Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** RLA Instructional Specialist and Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** RLA Instructional Specialist |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will design high-quality instruction that enhances students' understanding of math TEKS through rigorous learning experiences using district-provided lessons and resources, including math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Math Instructional Specialist |

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 |
| --- |
| **Strategy 1:** Campus Safety: PBIS will be implemented with specific lessons taught directly to all students., and students exemplifying RISE behavior will be recognized. Classroom guidance lessons will be implemented regularly and focus on supporting the social and emotional health of our students.<br>**Strategy's Expected Result/Impact:** Office referrals (classroom and bus) will be reduced by at least 10%.<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Counselors and Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principals and Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in classroom guidance lessons to address core essential skills. All staff will be provided with training on restorative practices and culturally responsive teaching. Assistant principals will check in with each grade level during large group time one time per month to address any grade-level concerns related to behavior.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principals, and Principal |
| **Strategy 2 Details** |
| **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. Restorative Discipline practices will be used to reduce the number of out of classroom removals. Staff will implement positive behavior referrals to recognize students who are demonstrating appropriate behavior on a consistent basis.<br>**Strategy's Expected Result/Impact:** The number of classroom removals will decrease from 2024-2025.<br>**Staff Responsible for Monitoring:** Assistant Principals, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will be 95% or higher by the end of the current school year.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff attendance will be monitored, and data regarding staff attendance will be shared. Staff with perfect and/or exemplary attendance (95% or higher) will be recognized each grading period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will be 95% or higher.<br>**Staff Responsible for Monitoring:** Principal and Administrative Team |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before--or after-school training.<br>**Strategy's Expected Result/Impact:** Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success.<br>**Staff Responsible for Monitoring:** Counselors, Teachers, Instructional Specialists, Assistant Principals, and Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Regular posts (2 to 3 per week) on Facebook and Instagram will highlight events and learning across the campus. Teachers will provide pictures and captions to share.<br>**Strategy's Expected Result/Impact:** The number of followers for both social media accounts will increase.<br>**Staff Responsible for Monitoring:** Principal, Testing Coordinator, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Staff highlights will be shared regularly on Facebook and Instagram. Students chosen for "Student of the Week" will also be shared.<br>**Strategy's Expected Result/Impact:** Engagement with Robison social media posts will increase.<br>**Staff Responsible for Monitoring:** Testing Coordinator and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Survey parents about events that they would like to attend, with suggestions of Digital Safety and the 5th to 6th transition.<br>**Strategy's Expected Result/Impact:** Increase in attendance at parent events.<br>**Staff Responsible for Monitoring:** Counselors and Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: All PTO volunteer opportunities will be shared through School Messenger and the Robison social media accounts to ensure that all parents are informed.<br>**Strategy's Expected Result/Impact:** Increase in parent volunteers.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Adam Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus:<br>All ELAR teachers will purposefully plan explicit and systematic first instruction and practice purposeful small group instruction to address individual needs.<br><br>Strategy:<br>Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking weekly in subjects beyond Language Arts.<br><br>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus:<br>Our math teachers will plan explicit and systematic first instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences.<br><br>Strategy:<br>Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing.<br><br>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus:
Our science teachers will strengthen students' understanding of science concepts by planning explicit and systematic first instruction and providing rigorous and relevant, hands-on opportunities

Strategy:
Strategies include higher level student discourse, student created presentations and projects, and critical writing to justify thinking.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, Safety Patrol, PBIS

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Students will have the opportunity to participate in activities such as Student Leadership, Choir, Art Before School, Name that Book, Soccer, etc.

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Leadership Team

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Staff will be surveyed to determine if there is interest in sponsoring other extracurricular activities or student groups.

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Leadership Team

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

he percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will track student progress using a monitoring notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists |

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 |
| --- |
| **Strategy 1:** Campus Safety:<br>All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of morning meetings in every classroom.<br>**Strategy's Expected Result/Impact:** Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 20%. Office referrals that occur from incidents located in the classroom will decrease by 20%.<br>**Staff Responsible for Monitoring:** Principal, Assistance Principals, Counselors, and Behavior Interventionists |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Interventionists |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Interventionists |

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 |
|---|
| **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. Adam Elementary has a 0% rate of violent incidents for the previous school years. In order to continue to reach this goal, we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to, daily class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionists |
| **Strategy 2 Details** |
| **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. The PBIS Committee is focusing on data-driven decision-making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Interventionists |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance rate will increase.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Teachers will receive professional development on topics including (but not limited to): Quality First Instruction, Fundamental Five, Small Group Instruction, Data Analysis, and Classroom Management<br>**Strategy's Expected Result/Impact:** Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs.<br>**Staff Responsible for Monitoring:** Principal and Campus Leadership Team |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence:<br>School staff will regularly post on Facebook and Instagram.<br>**Strategy's Expected Result/Impact:** Increased parent and community involvement.<br>**Staff Responsible for Monitoring:** Campus Leadership Team |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence:<br>Include various types of posts on social media. Posts may include photos, videos, reels, or interviews.<br>**Strategy's Expected Result/Impact:** Increased parent and community involvement<br>**Staff Responsible for Monitoring:** Campus Leadership Team |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement:<br>Offer parent and family activities/events at different times (ex. after school, during the school day) to allow variety for family schedules.<br>**Strategy's Expected Result/Impact:** Increased parent and community engagement<br>**Staff Responsible for Monitoring:** Campus Leadership Team |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement:<br>School staff will communicate with parents and families on various platforms. Communication platforms may include School Messenger, Remind, Class Newsletters, Email, Social Media.<br>**Strategy's Expected Result/Impact:** Increased parent and community engagement<br>**Staff Responsible for Monitoring:** Camps Leadership Team |

# Cypress-Fairbanks Independent School District

# Andre' Elementary School

# 2025-2026

# 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. (Campus-level targets to help the district meet this goal are attached.)

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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthen Tier 1 and Tier 2 math instruction in grades 3-5 by addressing foundational skills and academic vocabulary through targeted small-group interventions.<br><br>Strategy:Implement targeted small-group math interventions in grades 3-5 to address foundational skill gaps and build academic vocabulary. Instructional Specialists and interventionists will provide coaching, modeling, and structured support to teachers for planning and delivering rigorous Tier 1 and Tier 2 instruction.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** APs, Principal, IS, Interventionist |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Implement systematic small-group reading instruction in grades K-5 with an emphasis on phonics, fluency, and comprehension, especially for African American, Asian, and Special Education students who showed lower performance<br><br>Strategy:Teachers will deliver targeted small-group instruction focused on phonics, fluency, vocabulary, and comprehension.<br>**Strategy's Expected Result/Impact:** Students will develop stronger decoding, fluency, and comprehension skills, resulting in increased percentages at Approaches, Meets, and Masters on DPMs and STAAR.<br>**Staff Responsible for Monitoring:** APs, Principal, IS, Interventionist |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Andre' Elementary will strengthen science instruction by implementing hands-on labs, interactive experiments, and real-world applications<br><br>Strategy: Teachers will provide regular hands-on labs and interactive experiments aligned with TEKS. Real-world applications will be emphasized through the Ready to Grow Garden, STEM challenges, and Science Resource Center demos.<br>**Strategy's Expected Result/Impact:** Students will build stronger conceptual understanding and apply science vocabulary in meaningful ways, resulting in higher performance<br>**Staff Responsible for Monitoring:** APs, Principal, IS, Interventionist |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: Dierker's Champs, Ocean club, running club, Leopard Ambassadors, Student Council, Principal Leadership Committee, Choir, Book Club, field trips etc.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1.Salaries- Behavior Specialist and Testing Coordinator
2. Professional Development- The leadership team, teaching staff, and para-professional will attend professional development both locally and out of state to develop stronger understanding of how to strengthen the behavioral and instructional practice throughout the building an in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.
3. Substitute pay- When a teacher is long-range planning, Title I funds will cover the cost of the substitutes.
4. PBIS Supplies- Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.
5. Extended Day pay- Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.
6. Parent Involvement- We will increase parent involvement throughout the year with events like Open House, Curriculum Night, Stem Night, STAAR night etc. Staff members will communicate through various methods information regarding these events and other opportunities to support our goal of increase parent involvement.
7. PBIS Rewards Subscription- We will increase student incentives and track student discipline as specified in the CIP.
8. Supplies-Classroom supplies such as wireless keyboards for promethean boards, sticky note chart paper for anchor charts etc. to support instructional goals as specified in the CIP.
9: Consultants-Such as ready to grow gardens to provide hands on learning experiences to students
10: Field Trips-Admissions and buses to provide real-world experiences to student beyond the classroom as specified in the CIP.
11. Extra Duty Pay-Staff members will be paid for having 5 or more students in tutorials after school/ and or Saturday camp that supports our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Expand Extracurricular & Enrichment Opportunities

Offer a wider range of after-school and lunchtime clubs such as STEM, math club, book club, art, and service-based groups to increase student participation beyond the classroom.

**Strategy's Expected Result/Impact:** Students will have increased opportunities to explore their interests, build skills, and connect with peers beyond the classroom. This will lead to higher student engagement, stronger sense of belonging, improved attendance, and positive effects on academic performance.

**Staff Responsible for Monitoring:** Principal, APS, Counselor, Teachers, Behavior Specialist,

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Increase Student Voice & Leadership Opportunities

Create leadership groups such as Student Council, Principal's Leadership Team, and Peer Mentors to give students ownership in campus decision-making.

**Strategy's Expected Result/Impact:** Students will feel empowered to contribute to school culture and decision-making. This will increase student ownership of learning, build leadership skills, improve campus climate, and foster a stronger connection between students and the school community.

**Staff Responsible for Monitoring:** Principal, APS, Counselor, Teachers, Behavior Specialist,

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 |
| --- |
| **Strategy 1:** Provide structured, differentiated small-group instruction focused on foundational skills (phonics, fluency, comprehension in reading; number sense, problem solving, and vocabulary in math).<br>**Strategy's Expected Result/Impact:** By implementing targeted interventions, more students each year will meet their RIT score or show observed growth on the MAP or MClass composite score, with notable improvements among at-risk and special population subgroups.<br>**Staff Responsible for Monitoring:** APs, Principal, IS, |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Use AMIRA data regularly to monitor student progress in phonemic awareness, fluency, and comprehension to implement daily small-group guided reading focused on skills identified by AMIRA.<br>**Strategy's Expected Result/Impact:** Students will demonstrate measurable gains in phonemic awareness, fluency, and comprehension<br>**Staff Responsible for Monitoring:** Principal, APS, Teachers, IS, Interventionist |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will implement daily small-group guided reading focused on skills identified by AMIRA and adjust instruction based on student performance reports.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APS, Teachers, IS, Interventionist |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Use MAP assessment data to guide instruction by identifying specific student skill gaps in reading and math. Teachers will implement targeted small-group interventions<br>**Strategy's Expected Result/Impact:** The percentage of students meeting their RIT score or showing observed growth on MAP will increase, with focused improvement for at-risk, emergent bilingual, and special education students.<br>**Staff Responsible for Monitoring:** Principal, APS, Teachers, IS, Interventionist |

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 |
| --- |
| **Strategy 1:** Campus Safety: All Andre' staff will work on developing strong relationships with each other and our community through the implementation of PBIS, project safety, BOTB, restorative circles and Sanford Harmony lessons daily during community time.<br>**Strategy's Expected Result/Impact:** Increased positive relationships between students and staff<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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. Disciplinry action shall draw on the professional judgement of teachers and administrators and on a range of behavior management techniques, inlcuuding restorative practices.

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details |
|---|
| **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 at teaching rules, procedures, and expectations that create a positive school climate.<br>We are implementing a full-time behavior specialist on campus this year.<br>- The behavior specialist will be responsible for doing daily check-ins with those students who are having consistent problems in the classroom.<br>- The behavior specialist will be the Lead in our PBIS Leadership Team, organizing and presenting to staff once a month.<br>- The behavior specialist will work with teachers on establishing different classroom management procedures to help those students who need some assistance.<br><br>We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students.<br>Counselors will have a counselor's corner in the morning to do check-ins with students and provide support to students in need/crisis.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers |
| **Strategy 2 Details** |
| **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. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education, Well-Managed Schools, and Project Safety. Use of Restorative Coach.<br><br>We have our PBIS Matrix in place to meet the needs of our current population.<br>- Leadership<br>-Effort<br>-Accountability<br>-Disciplined<br><br>We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Restorative Coach, Teachers and PBIS Leadership Team |

**Strategy 3 Details**

**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

**Strategy 4 Details**

**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)

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Administrative Team |

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, 85% 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 |
| --- |
| **Strategy 1:** High-Quality Professional Development:<br>- Staff will receive professional development from educational entities such as the ASCD, Region IV, International Center for Leadership in Education, N2 Learning, etc.<br>- Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal-setting process with their appraiser.<br>- Campus-based opportunities for professional learning.<br>- Teachers will have opportunities to observe colleagues and teachers from other campuses.<br>- The Administrative Team will conduct classroom walks to provide coaching.<br>**Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Improve Communication: Use social media platforms to share timely updates on upcoming events, important reminders, and campus initiatives to keep families consistently informed.<br>**Strategy's Expected Result/Impact:** arents and community members will be more informed about campus events and initiatives, leading to increased attendance at school activities, stronger home-school connections, and higher overall parent engagement.<br>**Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: Celebrate Success: Establish regular "Student Spotlight" and "Teacher Highlights" posts to showcase achievements, recognize efforts, and strengthen the school-to-home connection.<br>**Strategy's Expected Result/Impact:** Showcasing student and staff achievements will build campus pride, strengthen positive relationships with families, and increase parent interaction with school social media platforms.<br>**Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: Strengthen Communication & Accessibility<br><br>Use multiple communication platforms (Remind, SchoolMessenger, social media, flyers) to ensure parents receive timely, clear, and translated information.<br>**Strategy's Expected Result/Impact:** Parents will receive timely, clear, and accessible information, resulting in improved attendance at school events, stronger two-way communication, and greater trust between families and the school. Increased use of translation and bilingual supports will ensure equitable access for all families, including emergent bilingual households.<br>**Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: Host family-centered events such as Family Literacy Night, Math & Science Night, Multicultural Fair, and Family Game Night.<br>**Strategy's Expected Result/Impact:** Offering family-centered events and reducing barriers (e.g., providing childcare) will lead to higher parent participation, stronger home-school connections, and increased community involvement. Parents will feel more welcomed, valued, and empowered to support their child's learning.<br>**Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers |

# Cypress-Fairbanks Independent School District

# Ault Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Improve Tier 1 instruction in 4th grade math.<br><br>Strategy: Provide professional development for 3rd-5th math teachers and provide administrative support by regularly attending weekly 4th grade math planning.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, ISs<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments |
| **Strategy 2 Details** |
| **Strategy 2:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, APs, P.E. Teacher |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Student Engagement: We will promote active learning by providing hands-on experiences, encouraging peer collaboration, and giving students a voice and choice in their learning.<br>**Strategy's Expected Result/Impact:** Student engagement will increase as students participate in more hands-on activities and collaborate with their peers.<br>**Staff Responsible for Monitoring:** Principa, APs, Instructional Specialists |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Student Engagement: Ensure that all parents know about programs and events so that they can encourage participation of their students.<br>**Strategy's Expected Result/Impact:** Increasing communication of events to parents/families will increase student participation throughout the year.<br>**Staff Responsible for Monitoring:** All Staff |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** ELAR teachers, Principal, APs, ELAR IS |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Math IS |

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.

**High Priority**

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: 100% of staff and students will implement and follow all Lead Safely guidelines and protocols.<br>**Strategy's Expected Result/Impact:** Increased attendance.<br>**Staff Responsible for Monitoring:** Principal, nurse, assistant principals, teachers |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, campus staff |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Campus Staff |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Registrar |

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 |
|---|
| **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. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate violence incidents.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, APs |
| **Strategy 2 Details** |
| **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. Implement Weekly Class Meetings each Monday to address areas of the campus culture and matrix.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Leadership Team, PBIS |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Provide incentives for staff to have perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Each month, we will focus on a specific aspect of adult/staff mental or physical health.<br>**Strategy's Expected Result/Impact:** Staff attendance rate will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, Nurse |

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, 75% 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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table<br>**Staff Responsible for Monitoring:** Principal, APs, ISs. |

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 25%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: In the 2025-26 school year post pictures, videos, etc. of activities going on during a typical day at least twice a week.<br>**Strategy's Expected Result/Impact:** This will increase family engagement with campus social media.<br>**Staff Responsible for Monitoring:** Principal, APs |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence:in the 2025-2026 school year, we will highlight a special event, student organization, or parent involvement event at least once per month on our social media platforms including either photos and/or video in each post.<br>**Strategy's Expected Result/Impact:** This will highlight and increase family engagement in events.<br>**Staff Responsible for Monitoring:** Principal, APs, Campus Secretary |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: in 2025-26 school year we will post links to social media sites in our monthly newsletter and add them to our marquee.<br>**Strategy's Expected Result/Impact:** This will increase the amount of families that interact with our social media outlets and therefore increase engagement.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement:We will use shorter SMS messages in our communications to parents. When needed, we will direct them to longer emails for the details.<br>**Strategy's Expected Result/Impact:** This will allow parents to get information in a more focused way and will increase the likelihood they read the information.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary. |

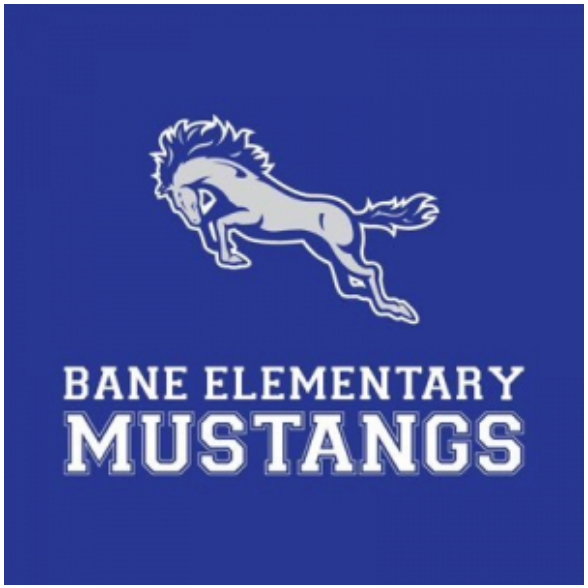
# Cypress-Fairbanks Independent School District

# Bane Elementary School

# 2025-2026

**Accountability Rating: B**

**Distinction Designation**
Academic Achievement in Science



# 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 |
|---|
| **Strategy 1:** Instructional Focus: To conduct purposeful content planning at all grade levels.<br><br>Strategy: We will conduct data digs on all content using the STAAR accountability system, with a focus on 90, 60, and 30.<br>**Strategy's Expected Result/Impact:** All students will improve by 20-30% on assessments<br>**Staff Responsible for Monitoring:** Principal<br>Assistant principals<br>Instructional Specialists<br>Teachers |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: To improve students' reading level<br><br>Strategy: Teachers are going to provide guided small group reading lessons each week.<br>**Strategy's Expected Result/Impact:** Students will be reading at grade level and beyond<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Teachers |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: Focus on building students' academic vocabulary and increasing science proficiency in Science<br><br>Strategy: Science: Utilize collaborative planning opportunities to increase teacher capacity and to plan for hands-on learning experiences that will allow students to think critically. Teachers will focus on building students' academic vocabulary and increasing science proficiency. Instructional teams will design instructional plans that include highly rigorous and relevant learning opportunities with a focus on hands-on learning and vocabulary development.<br>**Strategy's Expected Result/Impact:** Students will improve on all science assessments. by 20-30%<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Teachers |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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, 1 Para, 2 content interventionists: Provide supplemental academic support

-Substitute Pay: Pay for substitutes when teachers are absent or at a professional development

-Instructional Supply: Supplement instructional supplies to assist with learning

-Extra Duty Pay: Pay teachers for extra duty work such as tutoring or professional development

-Parent Involvement- After school presentations for parents, Mother/Son Dance, Father/Daughter Dance with presentation about attendance and STAAR. Emergent Bilingual night. Sharing information regarding the importance of Attendance, TELPAS, tutoring and STAAR.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement:Teachers will include guided reading lessons on the actual reading levels of students.

**Strategy's Expected Result/Impact:** The impact will be that more students will be leaving their current grade level reading on level. Improving the reading scores will improve grades in all contents.

**Staff Responsible for Monitoring:** Principal
Assistant Principals
Instructional Specialists

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: This upcoming year we will be focusing on good first instruction, through purposeful planning and follow through.<br>**Strategy's Expected Result/Impact:** By creating a strong foundation with first instruction, Bane will have students entering the next grade level working on grade level. Lesson plans will be geared to close the gaps of student who are lacking the skills necessary to be successful.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Specialists |

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 |
| --- |
| **Strategy 1:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: Campus Crisis Intervention and Safety Committee will meet once a month to review drills conducted to evaluate effectiveness and make adjustments for improvement. The committee will also address general concerns and recommendations to enhance the safety of our campus.<br>**Strategy's Expected Result/Impact:** On-going safety analysis and support will enhance the overall safety of our campus.<br>**Staff Responsible for Monitoring:** Campus Crisis Intervention and Safety Committee, EOP Representative and Committee Chair, and Principal |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** EOP representative and Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Registrar |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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 at teaching rules, procedures, and expectations that create a positive school climate. We will provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations. Staff will continue to participate in restorative discipline professional learning opportunities provided by CFISD student services.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals and Principal |
| **Strategy 2 Details** |
| **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. The PBIS committee will continue to monitor student discipline reports and provide guidance to the classroom teachers. A campus-wide behavior continuum will be used by all teachers and staff.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** PBIS Committee, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 30%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. |

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.

**High Priority**

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Rigor and Relevance Framework by the Center for Model Schools, Virtual Coaching by Sibme, Quantum Learning, and Restorative Discipline, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department.<br>**Strategy's Expected Result/Impact:** Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance.<br>**Staff Responsible for Monitoring:** Instructional Leadership Team (IS, APs, Principal) |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: We will create site for Bane on Twitter and Facebook.<br>**Strategy's Expected Result/Impact:** Creating the pages will assist us in sharing the great things that are happening here at Bane with parents and the community. We hope to get 80% of parents to join.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Campus secretary |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: We will send out QR sign ups for our social media sites.<br>**Strategy's Expected Result/Impact:** The outcome would be to increase student engagement, promote school events and achievements, build a positive school culture online and encourage collaboration between school and home.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Campus Secretary |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: Offer more opportunities for parents to volunteer on campus.<br>**Strategy's Expected Result/Impact:** Parents will trust the staff at Bane and we will have more parents willing to volunteer their time.<br>**Staff Responsible for Monitoring:** Principal<br>VIPS rep<br>CPOC parent reps |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: Keep open lines of communication by making sure there is always a translator when needed.<br>**Strategy's Expected Result/Impact:** Parents will trust the staff at Bane and we will have more parents willing to volunteer their time.<br>**Staff Responsible for Monitoring:** Principal<br>VIPS rep<br>CPOC parent reps |

# Cypress-Fairbanks Independent School District

# Bang Elementary School

# 2025-2026



# 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, STAAR Math, and STAAR Science

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Bang plans to strengthen first-time instruction in reading, math, and science through structured small group lessons and interventions.<br><br>Strategy: Teachers will implement targeted small group instruction during closing the gap time each day using real-time data from progress monitoring binders and assessment data.<br>**Strategy's Expected Result/Impact:** An increase in student understanding of curriculum content.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Bang plans to strengthen first time instruction in reading, math, and science through structured small group lessons and interventions.<br><br>Strategy: Bang will utilize various interventionists to strategically work with students who are underperforming or need additional support in specific content areas.<br>**Strategy's Expected Result/Impact:** An increase in student understanding curriculum content.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists. |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Bang plans to strengthen first time instruction in reading, math, and science through structured small group lessons and interventions.

Strategy: All teachers will tutor a minimum of once a week on targeted current curriculum needs. Bang will also provide opportunities for accelerated tutoring to increase the number of students achieving at meets and masters grade levels.

**Strategy's Expected Result/Impact:** An increase in student understanding curriculum content.

**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.

**Strategy 4 Details**

**Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

* We will participate in raising money for Kids Heart Challenge to benefit the American Heart Association.
* We will provide lessons aligned with the National Awareness Calendar; such as Mental Health, Heart Month, Nutrition, and Stress Awareness.
* We will continue to teach students ways to take care of their bodies physically, emotionally, and instill a lifetime of healthy habits- such as sleep, hydration, balanced diet, and self care.
* We will participate in Field Day, Strike It Out Bowling, First Tee Golf, Volleyball Club, PEAMS Night, CFISD's Superintendent Fun Run, and the CFISD Health Expo.
* We will provide lessons through QuaverEd, including Sportsmanship, Mental Health, and Physical Health.
* We will provide lessons on social skills, such as winning and losing appropriately, disagreeing appropriately, conflict resolution, and accepting differences.
* We will participate in routine Fitnessgram practice and testing for push ups, curl ups, pacer test, shoulder stretch, and flexibility.
* We will introduce fitness concepts, such as resting heart rate, respiratory endurance, muscle memory, body mechanics, and muscular strength.

We will teach students how to take care of their bodies physically, emotionally and by healthy eating habits.

**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness

**Staff Responsible for Monitoring:** Principal and PE Teacher

**Strategy 5 Details**

**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: Students will have the opportunity to be involved in Bear Time and Library lessons to extend their learning. Students can join extracurricular activities such as Music Club, Art Club, Volleyball Club, Girls and Pearls, Reading Club, Baseball Club, Soccer Club, PALS, Bang Self Managers, Girls on the Run, and Ambassadors. All students will participate in Digital Citizenship Week, Red Ribbon Week, Kindness Week, and College Week.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principlas, Counselor, Behavior Specialist, PE Teacher, Instructional Specialist, and Teachers Club Sponsors.

**Strategy 6 Details**

**Strategy 6:** At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs in areas reading, math, and science.

**Strategy's Expected Result/Impact:** With Title1 support, Bang wil implement the following measures:
1. Salaries - 1 Testing Coordinator, 2 class size reduction teachers in 3rd grade, and 1 behavior mangement paraprofessional. This will assist with meeting our students' goals in all content areas.
2. Professional Development - The leadership team, teaching staff, and paraprofessionals will attend professional development both locally, and on campus from Capturing Kids Hearts along with other courses.
3. Substitute pay - When the class size reduction teacher is absent, Title1 funds will cover the cost of the substitute. Title1 will also cover the cost of substitutes for Long Range STAAR planning for grade levels 3 - 5 in the Spring.
4. Extended Day Pay - Staff members will be paid for training, and planning outside of the regular school day that supports instructional and behavioral goals as specified in the CIP.
5. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after or before school that supports our instructional goals as specified in the CIP.
6. Parent Involvement will remain at 85% or higher throughout the school year with events like Meet the Teacher, Curriculum Night, Reading/Writing Night, Math/Science Night, Donuts with Dear Ones, Field Day, Reindeer Games, PreK Art Show, First Grade Habitat Museum, Spelling Bee, PEAMS Fitness Night, Grade level programs, and choir performances. Bang will communicate through various methods (Facebook, X, newsletters, ReMind, Monthly Calendars, and Canva flyers) information regarding these events and other opportunities to support our goal of maintaining 85% on parent involvement.
7. Supplies - Classroom supplies for teachers and students will be purchased to support an increase in academic performaance on instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Bang will have AMIRA and ST MATH competetions during the school days.

**Strategy's Expected Result/Impact:** Friendly grade level and class competitions will enhance student engagement.

**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Bang offers mutliple clubs for students to join and be a part of. Some of the clubs offered are Baseball team, Soccer team, Rodeo Art Club, Choir, Volleball club, GIrls on the Run, and more.

**Strategy's Expected Result/Impact:** Clubs offered school enhance student engaement during the school day.

**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** The Principal, Assistant Principals, Instructional Specialists and teachers will implement incentives for the most AMIRA minutes read and top performing classes at the campus and classroom level.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** We will use district and campus AMIRA assessment data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers |

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.
Implement all Lead Safely protocols

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: 100% of Bang staff and students will implement and follow all Lead Safely guidelines and protocols. Monthly training's for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.<br>**Strategy's Expected Result/Impact:** Students and staff will comply with all safety procedures 100% of the time.<br>**Staff Responsible for Monitoring:** Admin, Teachers, all staff |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will be accessible at recess and connected by communication through use of walkie talkies.<br>**Strategy's Expected Result/Impact:** Increased communication and faster response times.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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.

**High Priority**

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Members of the Bang staff and administration will serve on a attendance committee to support the overall attendance goal of 95%.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals |
| **Strategy 2 Details** |
| **Strategy 2:** Administration has implemented attendance contracts with students that have missed more than 10% of the previous school year.<br>**Strategy's Expected Result/Impact:** Attendance rates of students will increase.<br>**Staff Responsible for Monitoring:** APs |
| **Strategy 3 Details** |
| **Strategy 3:** Student attendance incentives will be implemented monthly and annually.<br>**Strategy's Expected Result/Impact:** Student attendance will increase.<br>**Staff Responsible for Monitoring:** APs, teachers |

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.

**High Priority**

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details |
|---|
| **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. Bang will continue to have 0% violent incidents because we utilize our behavior interventionists, a PBIS Rewards system, Code of Conduct Safety SAM meetings, and provide counseling support to students via guidance lessons, social skills lessons, individual and group counseling sessions, behavior resets, PALS program, HUGS buddy program, Self Managers, and Girls in Pearls program.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, APs, BIs, Counselors |

| Strategy 2 Details |
|---|
| **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 will participate in various small group counseling/lunch bunch groups for support and behavior skills. Provide training for teachers on working with difficult students.<br>Select staff participated in Capturing Kids' Hearts. Teachers will cover the "Social Skill of the Week" during Morning Meetings.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** We will provide a campus incentive to all staff who have perfect attendance each month.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistance Principals |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Our staff will honor colleagues through affirmations and the use of our PBIS Teacher reward system.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principals. Assistance Principals |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Our staff will participate in monthly "Fun First Friday" team building games before school. Small prizes will be awarded.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

| Strategy 4 Details |
| --- |
| **Strategy 4:** VIPS, Ezee Fiber, and CyFair Credit Union will provide monthly staff appreciation treats, small gifts, and lunches throughout the year.<br>**Strategy's Expected Result/Impact:** Teachers/paraprofessionals attendance will increase 5%<br>**Staff Responsible for Monitoring:** Principals and Assistant Principals |

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 on the campus and district level: 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
CF-TESS Data
WeClimb Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will attend professional development on CF-Tess Goals, and classroom management as needed.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, 100% of new teachers will complete assigned professional development as needed.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

| Strategy 2 Details |
| --- |
| **Strategy 2:** High-Quality Professional Development: Campus leaders will engage and reflex on Insight to Develop the Leader Within You and Influence Those Around You byJohn Maxwell to improve on leadership skills.<br>**Strategy's Expected Result/Impact:** Meet or exceed targeted goals in our CIP<br>**Staff Responsible for Monitoring:** Admin |

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 remain at 85%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Bang Elementary technology committee will create a hashtag to promote interest. All media posts will be tagged to Bang accounts on Facebook and X.<br>**Strategy's Expected Result/Impact:** Media posts will increase coumminuty awareness.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists. |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Bang Elementary will generate at least two posts per week on Facebook and/or X.<br>**Strategy's Expected Result/Impact:** Media posts will increase community awareness.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Each grade level will send out weekly newsletters to parents that include the curriculm that is being taught along with special events coming up.<br>**Strategy's Expected Result/Impact:** Newsletters will increase community awareness.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists. |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Bang Elementary will hold special events that invite our community into the school during both the Fall and Spring semester.<br>**Strategy's Expected Result/Impact:** Special events will increase the community involvement.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists. |

# Cypress-Fairbanks Independent School District

# Birkes Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Teachers will strengthen Tier 1 instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will consistently plan lessons that are aligned to grade-level standards, using scaffolds to support students as needed.<br>**Strategy's Expected Result/Impact:** Students will make incremental growth.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Teachers will strengthen Tier 1 instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will intentionally plan lessons that teach key vocabulary through hands-on activities and real-world examples.<br>**Strategy's Expected Result/Impact:** Students will make incremental growth.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Teachers will strengthen Tier 1 instruction in all subjects through specific targeted planning.<br><br>Strategy:Teachers will plan and regularly conduct targeted small group instruction, using student data to focus on specific skills and needs.<br>**Strategy's Expected Result/Impact:** Students will make incremental growth.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Ambassadors, Name that Book, and PBIS

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - A behavior specialist will provide proactive strategies to increase student time in the classroom and decrease students missing first instruction. 2 para professionals to support students and teachers.

2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

3. Substitutes- When staff funded by Title 1 are absent, Title 1 funds will pay for their substitute.

4. Parent and Family Engagement- Funds will be used to increase parent engagement in events such to help support learning at home.

5. Software- Progress Learning will be an additional tool used to check for student understanding, additional practice and monitored growth.

6. Materials - Supplies to help support teachers and students in the classroom.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Birkes will provide enrichment opportunities for students to feel connected and successful at school, such as 5th grade Ambassadors, Choir, Book Club, Student Council, Name that Book, and other student leadership opportunities.

**Strategy's Expected Result/Impact:** Increased student engagement outside of instructional time.

**Staff Responsible for Monitoring:** Principal

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We will make opportunities to showcase positive student behavior and recognize student contributions or accomplishments, such as student showcase, Birkes Best to celebrate student accomplishments, and positive behavior referrals.<br>**Strategy's Expected Result/Impact:** Increased student engagement<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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, weekly exterior door checks and other required safety actions

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: PBIS lessons are shared with all staff and delivered to all students. Assistant Principals review the Code of Conduct with students, and our campus Emergency Operations Plan (EOP) is regularly updated and reviewed throughout the year as needed.<br>**Strategy's Expected Result/Impact:** Staff and students are prepared for an emergency and are equipped with skills focused on creating a positive learning environment.<br>**Staff Responsible for Monitoring:** All staff |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors |
| **Strategy 2 Details** |
| **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. Continue to implement and reinforce our PAWS matrix through PBIS.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** All staff |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Incentives such as duty free lunch/recess and staff meeting recognition will be implemented each nine weeks for staff who are absent one or less times each nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus and district level training targeting student and staff needs will be offered through our CFISD Professional Development system and campus based book studies, literacy training's, restorative practice talks, PBIS development, etc.<br>Teachers and students will model and implement positive behavior interventions and positive behaviors; fewer discipline referrals will take place due to restorative practice implementation; targeted small group instruction will be utilized as part of instructional strategies.<br>**Strategy's Expected Result/Impact:** Meet or exceed targets in the attached CIP data tables<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors, Classroom Teachers |

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 10%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: When posting on social media, the content will featuring photos and short videos of classroom activities, student celebrations, and community events to increase engagement and showcase the great things happening on campus.<br>**Strategy's Expected Result/Impact:** Opportunities to highlight and share more campus events will increase parent awareness.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: School staff will post on social media at least once a week and teachers that post on their personal accounts will tag or share their content with the Birkes page.<br>**Strategy's Expected Result/Impact:** Opportunities to highlight and share more campus events will increase parent awareness.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Organize and host events that actively include the whole family.<br>**Strategy's Expected Result/Impact:** Increase parent and community involvement<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Host events that offer incentives for students and take-home materials that encourage engagement with school activities and learning at home.<br>**Strategy's Expected Result/Impact:** Increase attendance for parent and community involvement at campus events<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal |

# Cypress-Fairbanks Independent School District

# Black Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Teachers will strengthen Tier 1 instruction across all content areas through intentionally designed structured conversations and purposeful direct/ explicit instruction delivered in both whole-group and small-group settings.<br><br>Strategy: Teachers will utilize individual and class data, with consistent opportunities for analysis, to precisely identify student needs and monitor progress toward growth goals through the use of instructional monitoring notebooks.<br>**Strategy's Expected Result/Impact:** Students will show growth on all End of Year testing.<br>**Staff Responsible for Monitoring:** Assistant Principal, Principal, Instructional Specialists, Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Teachers will strengthen Tier 1 instruction across all content areas through intentionally designed structured conversations and purposeful direct/ explicit instruction delivered in both whole-group and small-group settings.<br><br>Strategy: Teachers will collaborate weekly with Instructional Specialists to intentionally design lessons that incorporate structured academic conversations, emphasizing higher-level thinking and the development of academic vocabulary.<br>**Strategy's Expected Result/Impact:** Students will show at least a years growth on EOY testing - MAP, mClass, STAAR.<br>**Staff Responsible for Monitoring:** Principals, Assistant Principal, Teachers. |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Teachers will strengthen Tier 1 instruction across all content areas through intentionally designed structured conversations and purposeful direct/ explicit instruction delivered in both whole-group and small-group settings.

Strategy: WeClimb data will be leveraged to monitor and ensure that purposeful student discourse is consistently embedded within daily academic instruction.

**Strategy's Expected Result/Impact:** Students ECR scores will improve from the beginning of the year to the end of the year due to increased vocabulary knowledge from discourse.

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Improving Student Engagement: We will work to better promote our Planet Earth Crew, Name that Book, Run groups, student council and future percussion team more than previous years.

**Strategy's Expected Result/Impact:** More students will be involved on our campus.

**Staff Responsible for Monitoring:** Teachers, Principal and Assistant Principal

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: We will invite parents to team with us to support our afterschool campus activities which will allow more students to participate.

**Strategy's Expected Result/Impact:** We will have more involvement of students in our school beyond the classroom.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers

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 |
|---|
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will incorporate small group instruction to meet the needs of individual learners<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist |

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 |
| --- |
| **Strategy 1:** Campus Safety: All staff will be trained in the district's safety policies. Executing the district safety policies will create a safe environment for our students to grow and learn.<br>**Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented.<br>**Staff Responsible for Monitoring:** Administrators |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Administrators |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Our campus will continue to use and teach PBIS, BOTB district character education, Red Ribbon Week for drug awareness, and Sanford Harmony prevention training to promote positive behaviors over violence.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Administrators, Counselors, teachers, staff |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will use teachable moments and give students tools to make appropriate choices in regard to their behavior. (conflict resolution, BOTB, PBIS, Sanford Harmony, restorative practice continuum)<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, Administrators, Staff |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff attendance will be monitored each 9 weeks. Staff with a 99% or higher attendance rate will be recognized in the staff bulletin.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models. Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students' learning.<br>**Strategy's Expected Result/Impact:** Meet or exceeds targets in attached CIP tables<br>**Staff Responsible for Monitoring:** Administrators, IS's |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will increase the use of social media to showcase academics occuring in the classroom and throughout the school.<br>**Strategy's Expected Result/Impact:** We will increase our presence on social media and reach more of our community.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Every teacher will have a social media handle to assist in increase the social media presence.<br>**Strategy's Expected Result/Impact:** Parents and the community will see more students and staff sharing about events and academics from our campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will better promote our current engagement opportunities to allow parents to feel directly invited rather than mass emails.<br>**Strategy's Expected Result/Impact:** We will increase the % participation of our parents actually coming to our events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will ensure our engagement opportunities involve a variety of times (morning, mid-day and evening) to allow working parents flexible options to be involved in their child's learning.<br>**Strategy's Expected Result/Impact:** More parents will be able to join us with flexible times.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

# Cypress-Fairbanks Independent School District

# Brosnahan Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening Tier I instruction in math through specific, targeted small group intervention, with a focus on 3rd grade and our special education students.<br><br>Strategy: In planning for math at all grade levels, we will use current assessment data with a focus on small group instruction and how best to teach the concepts to different levels of students.<br>**Strategy's Expected Result/Impact:** Academic performance in math in each grade level will increase by 5% on EOY assessments.<br>**Staff Responsible for Monitoring:** Principal, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening Tier I Instruction in math through specific, targeted small group intervention, with a focus on 3rd grade and our special education students.<br><br>Strategy: Resource teachers will attend grade level data digs and planning when able with expectations that all students are tracked and grow from one assessment to the next.<br>**Strategy's Expected Result/Impact:** Academic growth of special education students in math will increase by 5% on EOY assessments.<br>**Staff Responsible for Monitoring:** Principal, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Strengthening Tier I instruction in math through specific, targeted small group intervention with a focus on 3rd grade and our special education students.<br><br>Strategy: Data walls will be displayed in the main hallway areas and also in classrooms. Growth goals for classes and students will be made for every assessment with reflection and action plans created after to prepare for the next assessment.<br>**Strategy's Expected Result/Impact:** Academic growth of all students in all subjects will increase by 5% on EOY assessments |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: ABL, Choir, Orchestra, Student Leadership, Safety Patrol, PBIS, Art Club, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, field trips, the Choral Festival and other enrichment clubs.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries - One class sized reduction teacher in 5th grade will assist in meeting our academical goals in all content areas. A testing coordinator will support our teachers through various school year assessments and track student data for growth over the school year. A parent liaison will create parental involvement events to increase parent engagement. A .5 behavioral coach will support students and teachers with behavioral challenges to maximize classroom instruction.

2.Substitute Pay - When the class sized reduction teacher is absent, we cover the cost of the substitute. We also pay for substitutes for data digs and professional development.

3.Professional Development - The administrative team, staff members and paraprofessionals will participate in various types of professional development throughout the school year that aligns with our campus goals and supports academic growth of students.

4. Library Books - With additional books being added to the campus library, the circulation of books will increase supporting literacy growth campus wide.

5. Instructional Supplies - Classroom supplies will be purchased to support student engagement in the classroom and enrich district curriculum while focusing on hands-on instruction.

6. Parent Involvement - We will increase parent engagement by creating a VIPs program and hosting family engagement events every month from Literacy Night, Multicultural Festival, Pictures with Santa, Father/Daughter Dance, Fall Carnival, Masterpieces with Mom and the WatchDOG program.

7. Student Field Trip Admissions - Student learning will increase by participating in academically based field trips that enhance and align with grade level curriculum.

8. Extra Duty Pay -Staff members will be paid for tutoring students identified as needing extra support before or after school or during Saturday camps. Staff members will also be paid to host student extracurricular groups before or after school to increase student engagement outside of the school day and expose students to various extracurricular activities.

**Staff Responsible for Monitoring:** Principal

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: A variety of before and after school groups/activities will be offered for students to participate in throughout the 25-26 school year.<br>**Strategy's Expected Result/Impact:** Student engagement beyond the instructional day will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Parent Liaison |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Social events and spirit nights will be planned during the 25-26 school year for parents and families to participate in.<br>**Strategy's Expected Result/Impact:** Student and community engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Parent Liaison |

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 |
| --- |
| **Strategy 1:** Teachers will create differentiated small group lesson plans based on MAP and MClass Data throughout the school year.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will use Amira data to create differentiated small group reading lessons throughout the school year.<br>**Strategy's Expected Result/Impact:** 80% of students in each grade level will meet their AMIRA Reading Mastery score at the end of the 25-26 school year.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will use AMIRA data to create differentiated small group reading lessons throughout the school year.<br>**Strategy's Expected Result/Impact:** 80% of the students in grades 4-5 will meet their AMIRA Reading Mastery score by the end of the 25-26 school year. |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will use the Math MAP data to form small groups and create differentiated lessons that meet the academic needs of the students.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Teachers |

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 |
| --- |
| **Strategy 1:** Campus Safety: We will perform all crisis drills within the compliance timeline, as well as do door checks throughout the day to ensure students and staff are secure within the campus.<br>**Strategy's Expected Result/Impact:** Students and staff will perform appropriately during crisis drills or any crisis situation.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will be encouraged to attend school daily through a campus-wide attendance incentive program that is communicated to both students and families.<br>**Strategy's Expected Result/Impact:** Student attendance at the end of the 2025-2026 school year will be 96% or higher.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Attendance Committee |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Behavioral Coach |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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:** Frontline Reports by month and each 9 weeks

| Strategy 1 Details |
| --- |
| **Strategy 1:** Staff incentives for daily attendance will be given through campus competitions monthly.<br>**Strategy's Expected Result/Impact:** Staff attendance will be at 96% or higher by the end of the school year.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 that include classroom management, best practices in instructional delivery, parent communication, curriculum implementation and student engagement.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Staff will be given various opportunities to attend district PD, Region IV trainings, SIBME trainings, CAST conferences, and any other relevant trainings that align with the campus vision and mission.<br>**Strategy's Expected Result/Impact:** 100% of staff will have received the necessary training to fully perform their job and have opportunities to grow professionally.<br>**Staff Responsible for Monitoring:** Principal |

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 Sign-in sheets
Parent Surveys

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Pre-planned weekly posts that focus on academic achievements, daily events and why public schools/Brosnahan Elementary should be the choice for parents.<br>**Strategy's Expected Result/Impact:** Our number of followers will increase by 5% over the 25-26 school year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Create interactive posts that engage parents to respond to our campus posts (ex. requesting parents and families to share photos of their students and families)<br>**Strategy's Expected Result/Impact:** Our number of followers and number of likes and sharing of posts will increase by 5%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: District parent trainings will be promoted in various communication methods.<br>**Strategy's Expected Result/Impact:** Parents will become more informed about student performance and how best to support their child at home.<br>**Staff Responsible for Monitoring:** Principal, Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: A Parent University event will be planned and held during the school year to support parents becoming more informed and involved in their child's education.<br>**Strategy's Expected Result/Impact:** Parents and families will have more resources and tools to support their child's academic and/or behavioral needs at home.<br>**Staff Responsible for Monitoring:** Principal, Teachers |

# Cypress-Fairbanks Independent School District

# Byrd Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Tier 1 instruction will be strengthened in all subjects.<br><br>Strategy: Teachers will participate in weekly planning, complete data digs, and reflect on teaching practices/effectiveness.<br>**Strategy's Expected Result/Impact:** Teachers will know their students' needs, refine their lessons, and present effective lessons.<br>**Staff Responsible for Monitoring:** APs, IS, Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Tier 1 instruction will be strengthened in all subjects.<br><br>Strategy: Students will participate in differentiated instruction in small groups.<br>**Strategy's Expected Result/Impact:** Student achievement will increase because of targeted instruction.<br>**Staff Responsible for Monitoring:** IS, AP, P |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Student Engagement: We are adding Girls on the Run, Spanish After School, Book Club, and Student Council.<br>**Strategy's Expected Result/Impact:** Students participating in activities outside of the classroom.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: Ensure that all parents know about programs and events so that they can encourage participation of their students.<br>**Strategy's Expected Result/Impact:** Parents talking with and encouraging their students to get involved in additional activities outside of the classroom.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded.<br>**Strategy's Expected Result/Impact:** Staff members and parents will be aware of the safety measures in place at Byrd.<br>**Staff Responsible for Monitoring:** Principal and AP |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team |

| Strategy 2 Details |
|---|
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals.<br>- PBIS Rewards<br>- Morning check-ins<br>- Class meetings<br>- Behavior contracts<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** AP and BI |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 be at 96%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Campus Secretary<br>Principal |

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.
-Vertical planning
- Just in time PD that occurs in planning.
-Campus and district PD.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD.<br>**Strategy's Expected Result/Impact:** Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps.<br>**Staff Responsible for Monitoring:** ISs |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will highlight events that our volunteers are involved in (Watch DOGS & VIPS Events)<br>**Strategy's Expected Result/Impact:** The community will see the great things happening at Byrd and choose to volunteer at Byrd.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Continue to post weekly on Facebook, IG, and Tik Tok.<br>**Strategy's Expected Result/Impact:** Families will see the fun events at Byrd and want to keep their students enrolled at Byrd.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will highlight staff, students, and families including Watch Dogs and posting on social media. Highlight student achievements such as GT showcase. Have VIPS speak at events and use social media to reach out to new/additional volunteers such as Meet the Teacher, Curriculum Night, and Facebook Live.<br>**Strategy's Expected Result/Impact:** More parental involvement and engagement which will be measure by attendance at VIPS meetings (online and in person), volunteer sign ups, and schoolwide events.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will focus on getting more dads to register as Watch Dogs (goal-1 dad on campus per week). We will highlight the kick-off where CFPD will be in attendance to train dads on helping to keep our campus safe (for example door sweeps).<br>**Strategy's Expected Result/Impact:** More dads volunteering and visible on campus and engaged in their students' learning environment.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Copeland Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Strengthening Tier 1 instruction across all content areas to include rigorous questioning and relevant real-life application of content.<br><br>Strategy: Planning that focuses on the delivery of Tier 1 instruction to make it meaningful, relevant, and rigorous.<br>**Strategy's Expected Result/Impact:** Students will make incremental growth.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, APs, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: We will strengthen Tier 1 and Tier 2 instruction in reading and math through structured small-group instruction within the classroom.<br><br>Strategy: We will better utilize data from the monitoring notebook to differentiate instruction for a more individualized approach, small-group instruction, and planning for closing the gap. We will monitor student progress of students receiving interventions.<br>**Strategy's Expected Result/Impact:** Students will make incremental growth.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, APs, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** PE Coaches, Principal |

**Strategy 4 Details**

**Strategy 4:** 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: Art Club, Choir, Book Club, Student Council, Cafeteria Advisory, and other students leadership opportunites.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The behavior specialist will provide proactive strategies to increase student time in the classroom and decrease students missing first instruction. The two paraprofessionals will provide support to students in the classroom.

2. Substitute Pay - When Title 1 funded staff are absent, Title 1 funds will pay for their substitutes.
Title 1 funds will provide substitutes for teachers to attend staff development activities and participate in long-range planning.

3. Extra Duty Pay - Staff members will be paid for after-school tutoring or camps to support our instructional goals as specified in the CIP.

4. Parent Involvement - Title 1 funds will be used toward materials and contracted vendors for parent and family engagement events.

5. Supplies - Classroom supplies will be purchased with Title 1 funds to support our instructional goals as specified in the CIP.

6. Temporary Worker - A reading interventionist and math interventionist will be paid with Title 1 funds.

7. Contracted Services - Ready to Grow Gardens will be paid with Title 1 funds. 2nd and 3rd graders will participate in garden activities, supporting our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, Instructional Specialists, APs, Title 1 Coordinator

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Copeland will provide enrichment opportunities for students to feel connected and successful at school, such as Art Club, Choir, Book Club, Student Council, Cafeteria Advisory, and other students leadership opportunites.

**Strategy's Expected Result/Impact:** Students will experience being an integral of the school community and increased attendance.

**Staff Responsible for Monitoring:** Club leaders

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will make opportunities to showcase positive student behavior and recognize student contributions or accomplishments, such as Art awards, Wow Me Wednesday to celebrate growth, and positive behavior referrals.

**Strategy's Expected Result/Impact:** Students will be recognized for the contributions, increasing growth, participation, and attendance.

**Staff Responsible for Monitoring:** Principal

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. (Campus-level targets to help the district meet this goal are attached.)

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. (Campus-level targets to help the district meet this performance objective are attached.)

**Evaluation Data Sources:** MAP and mCLASS Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

**Evaluation Data Sources:** MAP Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Campus Safety: APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly.<br>**Strategy's Expected Result/Impact:** Improved level of safety and security as a result of these measures<br>**Staff Responsible for Monitoring:** Principal, EOP representative, counselors, teachers |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, EOP representative |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Teachers, Attendance Committee |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Teachers, Attendance Committee |

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 |
|---|
| **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. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus.<br>**Strategy's Expected Result/Impact:** Violent incidents will be as close to 0%<br>**Staff Responsible for Monitoring:** APs |
| **Strategy 2 Details** |
| **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. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-regulation strategies.<br>**Staff Responsible for Monitoring:** APs and BI |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will continue to recognize staff with perfect attendance each nine weeks with drawings for duty-free weeks, treats and recognition.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Principal, campus secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Book studies and other campus level trainings that target the needs of our students offered by administrative team members and staff members.<br>**Strategy's Expected Result/Impact:** The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching and improve small group instruction.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors |

| Strategy 2 Details |
| --- |
| **Strategy 2:** High-Quality Professional Development: Staff will have opportunities to attend targeted professional development.<br>**Strategy's Expected Result/Impact:** The expected result would be that staff will be better equipped to meet the needs of our students by implementing strategies to improve their teaching and small group instruction.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will post more day to day, content-specific academic activities on Facebook and Instagram.<br>**Strategy's Expected Result/Impact:** Parent and community members will be provided with an all-encompassing understanding of the daily occurrences, both academic and extracurricular activities, taking place at Copeland.<br>**Staff Responsible for Monitoring:** Campus secretary, principal, and APs. |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Increase social media following on Facebook and Instagram.<br>**Strategy's Expected Result/Impact:** Copeland's reach with expand.<br>**Staff Responsible for Monitoring:** Campus secretary, principal, and APs. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Copeland will multiple in-person family events throughout the school year. These events include PK/K Round-Up, 1st-5th Meet the Teacher, Open House (PK-1), Curriculum Night (2nd-5th), Family Science Night, Reading Is Sweet, Family Bingo Night, choir performances, PTO meetings, Title 1 parent meetings, Dance Across Texas, and late book fair hours.<br>**Strategy's Expected Result/Impact:** Parent and community members will be provided with multiple opportunities to attend school events.<br>**Staff Responsible for Monitoring:** Principal and APs |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: These events will be announced and advertised through our monthly school newsletter, weekly class newsletters, and social media.<br>**Strategy's Expected Result/Impact:** Parent and community members will be aware of opportunities to visit campus.<br>**Staff Responsible for Monitoring:** Principal and APs |

# Cypress-Fairbanks Independent School District

# Danish Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Planning for student discourse in lessons.<br><br>Strategy: Teachers will increase the use of student discourse by discussing and writing opportunities in lesson plans.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores at the meets and masters level.<br>**Staff Responsible for Monitoring:** Instructional specialists, assistant principals, principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Planning for higher-level questions during lesson planning.<br><br>Strategy: Higher level questioning will occur in all classes. Teachers will review the district provided questions and add questions as needed during planning to utilize during lessons.<br>**Strategy's Expected Result/Impact:** Increased number of students scoring at the meets and masters level on the STAAR assessment.<br>**Staff Responsible for Monitoring:** Instructional specialists, assistant principals and principal |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: Use small group instruction to increase the number of students moving from did not meet to approaches, approaches to meets and meets to masters.<br><br>Strategy: Teachers will utilize small group instruction as documented in their monitoring notebooks to move students to the next level of STAAR.<br>**Strategy's Expected Result/Impact:** Increased number of students scoring at the meets and masters level on the STAAR assessment.<br>**Staff Responsible for Monitoring:** Instructional specialists, assistant principals, principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: choir, baseball team, Name that Book team, Danish video production team, student council, House Teams, safety patrol, Playground Patrol.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Provide students with the opportunity to have a well-rounded education.

**Strategy 6 Details**

**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 - 4 classroom paraprofessionals to support learning at each grade level
Salaries - Behavior Interventionist to support student engagement and eliminate distractions to learning by coaching the teachers
Salaries - Testing Coordinator/Parent Involvement Liaison - support teachers/staff administering testing with fidelity and compliance and support parents access to school events and information
Contracted Services - provide storyteller lessons, garden day lessons and author visits for all grade levels
Extra Duty Pay - teachers will provided tutoring before or after school to help remediate student deficits
Instructional supplies - provide instructional supplies to classrooms to facilitate learning and provide subscriptions to PBIS Rewards and Educators Handbook to help teachers with communicating and document activity in the classrooms
Substitute Pay - provided subs for Title 1 salaried staff
Parent and Family Engagement- provide snacks and supplies to enhance family engagement events
Temporary Workers - provided staff to pull small groups to remediate student deficits

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Danish will offer choir, Dierkers Champs baseball team and Name That Book team, House Teams, Student Council, Playground Patrol, Safety Patrol and Danish Audio Visual Production Team as activities to engage more students.

**Strategy's Expected Result/Impact:** Increase in engagement in school

**Staff Responsible for Monitoring:** Principal, Librarian, Counselors

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Danish will provide 2 monthly garden lessons and a storyteller six times throughout the year for all grade levels. Students in our target grade, 2nd grade, will have a garden lesson every month<br>**Strategy's Expected Result/Impact:** Increased hands-on and real-world experiences in science and writing should improve scores in both reading and science.<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in kindergarten and first grade daily<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy groups as needed.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and teachers will use the data to inform and adjust instruction<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** Teachers will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district provided curriculum<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use the district and campus data to differentiate literacy instruction via individual conferences, small group instruction and/or strategy group instruction<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebooks<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Campus Safety: Staff will increase the number of positives in the classroom and work to find ways to reinforce the behavior they want to see in their students.<br>**Strategy's Expected Result/Impact:** Decrease in the number of office referrals and classroom removals.<br>**Staff Responsible for Monitoring:** Principal, APs, Behavior Interventionist |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** APs, Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the PBIS Rewards program and class meetings.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: The staff will be trained to increase positive interactions in the classroom. The campus will work to build community in the classroom through daily class meetings, House Teams, and utilizing mentors for our Tier 2 and 3 students, and provide training for teachers on working with students who exhibit Tier 2 and 3 behaviors.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Behavior Specialists |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

**Performance Objective 1:** Increase teacher knowledge of strategies for working with at-risk students.

**Evaluation Data Sources:** Student discipline data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development will be offered through PD days, planning meetings bite-sized PD, and self-directed PD for Fundamental 5. We will include paraprofessionals when possible. We will also promote and encourage teachers/paras to attend district training.<br>**Strategy's Expected Result/Impact:** Increase of skill level in teachers/staff<br>**Staff Responsible for Monitoring:** Principal, and Assistant Principals |

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%.

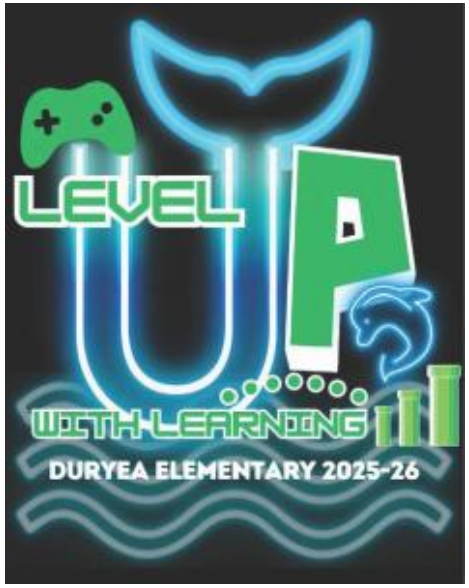
**Evaluation Data Sources:** Parent Survey
Activity sign-in sheets/records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Danish will have one social media ambassador from each grade level to post one to two times per week about learning and celebrations from their grade level/area.<br>**Strategy's Expected Result/Impact:** Parents will be more informed about what is going on in their child's grade level.<br>**Staff Responsible for Monitoring:** Administrative Team |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Danish will consistently send out newsletter (monthly), Remind messages, School Messenger messages and social media posts in both Spanish and English to keep parents informed about school events and happenings.<br>**Strategy's Expected Result/Impact:** Increased parent engagement in events<br>**Staff Responsible for Monitoring:** Administrative Team |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Danish will host a volunteer orientation and Danish Dads orientation to share how to get involved with volunteering at Danish.<br>**Strategy's Expected Result/Impact:** Increase in parent engagement in school activities<br>**Staff Responsible for Monitoring:** Administrative Team |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Danish will strengthen our partnership with the general community and our school partnership to increase volunteer tutors and mentors.<br>**Strategy's Expected Result/Impact:** Increase in student scores and engagement<br>**Staff Responsible for Monitoring:** Administrative Team |

# Cypress-Fairbanks Independent School District

# Duryea Elementary School

# 2025-2026



# 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 performance at the Approaches Level by 10%, at the Meets Level by 5%, and at the Masters Level by 3% by 2029.

**Evaluation Data Sources:** STAAR RLA, Math, and Science

| Strategy 1 Details |
| --- |
| **Strategy 1:** ELAR Instructional Focus: We will increase students' STAAR performance by moving them from one achievement level to the next (Did Not Meet - Approaches - Meets - Masters) through rigorous instruction and intentional vertical alignment across all grade levels.<br><br>Strategy: We will strengthen student achievement by vertically aligning lesson planning and assessment practices, fostering collaboration between General Education and Special Education teachers, and strategically structuring the curriculum to meet the specific needs of Duryea students.<br>**Strategy's Expected Result/Impact:** To increase students' STAAR performance by moving them from one achievement level to the next (Did Not Meet - Approaches - Meets - Masters)<br>**Staff Responsible for Monitoring:** IS's, AP's & Prinicpal |
| **Strategy 2 Details** |
| **Strategy 2:** Math Instructional Focus: Duryea will increase Math STAAR performance across all grade levels and student subpopulations to meet or exceed the district average.<br><br>Strategy: We will strengthen math achievement by building students' number sense, promoting consistent use of teacher notes as a learning tool, and improving students' comprehension and problem-solving skills with word problems.<br>**Strategy's Expected Result/Impact:** To increase Math STAAR performance across all grade levels and student subpopulations to meet or exceed the district average.<br>**Staff Responsible for Monitoring:** IS's, AP's & Principal |

**Strategy 3 Details**

**Strategy 3:** Science Instructional Focus: Increase Science STAAR performance for African American and Special Education student groups to meet or exceed the district average.

Strategy: We will strengthen science instruction by incorporating modeling during planning, ensuring vertical alignment across grade levels, holding teachers accountable for instructional preparedness, and delivering data-driven instruction.

**Strategy's Expected Result/Impact:** To increase Science STAAR performance for African American and Special Education student groups to meet or exceed the district average.

**Staff Responsible for Monitoring:** IS's, AP's & Principal

**Strategy 4 Details**

**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, PE Coach, Nurse, Classroom Teachers, Assistant Principals

**Strategy 5 Details**

**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: baseball team, soccer team, bowling team, GT showcase, flag patrol, spelling bee, and PALS.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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, 1 Parent Liaison, 1 Behavior Specialist and 1 Instructional Aide
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.
Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support.
Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.
Parental Involvement: We will increase parent involvement throughout the year with events like Meet the Teacher, Open House, Math Night, Reading Night and STEM Science Night. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: Increase overall student engagement in learning by implementing interactive, student-centered instructional strategies across all classrooms.<br>**Strategy's Expected Result/Impact:** 10% increase in student participation as measured by walkthrough data by May 2025.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Teachers will increase the use of active learning strategies (such as cooperative learning, hands-on activities, and student choice) in daily lessons to promote higher student engagement.<br>**Strategy's Expected Result/Impact:** 80% of teachers will consistently implement at least one active learning strategies per lesson, as observed during instructional walkthroughs.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

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% to95%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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS's, AP's, Principal |

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
Record of Implementation of Campus Safety Committee Improvement Strategies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.<br>**Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Safety Committee |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year and communicate effectively via radios. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Attendance Committee, Assistant Principals, Registrar, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Attendance Committee, Assistant Principals, Registrar |

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 |
|---|
| **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. We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists, Teachers |
| **Strategy 2 Details** |
| **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 will participate in restorative practices<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Perfect / best attendance awards are given to both individuals and teams, Various staff awards/incentives are given to acknowledge staff regularly and encourage participation, Monthly: Three Distinguished Dolphin Awards - recognized once per month, Quarterly: Powerful Practice / Fundamental 5 ribbons, Annually: Grade level of the Year; Best Practices Awards<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Team Leaders, Teachers, Paraprofessionals |

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

**Performance Objective 2:** Ensure that teachers and staff are Receiving High-Quality Professional Development: By the end of the current school year, 90% of teachers will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning
Walk-through
WeClimb Walks
Lesson Plans
District Content Training's
Region IV: Early Childhood Conf
Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12)
GT certification trainings
Classroom Management
Model Schools Conference
Rockin'Review Lead4ward

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Science of Teaching Reading, Reading Academy, Technology training, MAP, AMP, Performance Matters, Powerwalks (Fundamental 5); Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12), Model Schools Conference, Rockin'Review Lead4ward conference<br>**Strategy's Expected Result/Impact:** Professional Development provided will support our teachers and staff in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students. It will also provide classroom managment techniques to support a learning environment conducive to student engagement and success.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will enhance our school's social media presence by sharing consistent, engaging, and informative content that highlights student achievements, promotes upcoming events, and strengthens connections with families and the community.<br>**Strategy's Expected Result/Impact:** Increase parent and family involvement by 5%.<br>**Staff Responsible for Monitoring:** PAFE Liaison, Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Improving Parent and Community Engagement: We will strengthen parent and family engagement by hosting a variety of events, incentivizing student participation with their families, and gathering feedback through parent surveys to guide future planning.<br>**Strategy's Expected Result/Impact:** Increase parent and family involvement by 5%.<br>**Staff Responsible for Monitoring:** PAFE Liaison, Principal |

# Cypress-Fairbanks Independent School District

# Emery Elementary School

# 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: ELA- Strengthening ECR instruction in ELA to increase ECR scores in 3rd, 4th and 5th grade.<br>Strategy:To increase ECR scores, we will implement targeted interventions including structured tutoring sessions, focused on small group instruction in the classroom, and strategic support from reading intervention to address specific skill gaps.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. Testing Coordinator, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Math- To increase math comprehension of word problems, teachers need to focus on building conceptual understanding using multiple representations and connecting math to real world applications.<br><br>Strategy:Teachers will target this area in a well-planned and targeted first time instruction, small group, math intervention with the interventionist, tutoring and camps.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Testing Coordinator, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Science- To increase students achievement scores on the 5th grade STAAR, teachers will attend PD on interactive word walls and implement them daily in their classrooms.<br>Strategy: Teachers will also focus on actively engaging students with their hands on experiments and building background knowledge to support them in comprehension of scientific concepts.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Testing Coordinator, Teachers |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: Art squad, run club, choir, girls with pearls, student council, PBIS, drama club, basketball and soccer club.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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-Testing Coordinator will assist the teachers and students with testing. Science IS will focus on assisting the teachers and students with the science curriculum, science tutoring groups and science small groups. Behavior Interventionist will assist the teachers and students with behavior management.

Extra Duty Pay-Our teachers will do tutoring after school and camps to help enrich the students and close the achievement gap.

Temporary Workers- Our temporary workers will see 2nd -5th math small groups daily to assist the teachers with the math curriculum and help grow our students math skills capacity.

Contracted Services: The consultants will help the students enhance their story telling skills and their writing skills. Also, the garden consultant will show the students by building capacity in science knowledge in gardening and linking to science lessons.

Instructional-Supplies and educational materials for the teachers and students.

PAFE-Supplies will be bought for our Unwrap Reading Night, Math Nights, and Science Nights for our family nights focusing on academic fun.

**Staff Responsible for Monitoring:** Principal, Title 1 Coordinator

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Involve students in special events such as Hispanic Heritage Month, Spirit week, choir, girls with pearls etc.

**Strategy's Expected Result/Impact:** Increase school spirit and engagement in clubs and beyond traditional extracurricular activities.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, teachers, counselor

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Implement a new program for students to have leadership roles such as PBIS leaders.<br>**Strategy's Expected Result/Impact:** More involvement in the two new programs<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, teachers, counselor, behavior interventionist. |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction , and/or strategy group instruction. We will utilize Marsha Kish an educational consultant to reinforce differentiation in our small group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal. |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum)<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: We will implement Capturing Kids Hearts philosophy daily.<br>**Strategy's Expected Result/Impact:** Emery Staff will make sure our campus is safe for students and staff.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Emery Staff |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, EOP Coordinator, Emery Staff |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Emery will maintain a 0% rate of violent incidents for the current school year. We will continue to provide programs and learning opportunities for our students, including Sanford Harmony team building activities, PBIS strategies, and/or Capturing Kids Hearts lessons.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists, Counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will implement our PBIS philosophy, CKH program, present our monthly Bringing Out the Best (BOTB) lessons and do our Fall/Spring Code of Conduct presentations with students.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists, Teachers |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Increase awareness and reporting of possible bullying incidents, which will decrease bullying incidents/behaviors.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 4%. Announce a winner at the monthly staff meeting for attendance and they get a certificate.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will recognize staff members and teams who have perfect attendance at our monthly staff meetings.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 4%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions, Emery Academy, as well as participate in Instructional Coach led teacher tutoring throughout the year.<br>**Strategy's Expected Result/Impact:** Professional Development will provide our staff with strategies to improve first time instruction in all contents, supports for our most at-risk students and address social and emotional need of our students. Emery staff will implement strategies learned from professional development offered to meet the academic and social/emotional needs of our students.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: We will assign a social media Coordinator to highlight events that are happening at Emery throughout the school year.<br>**Strategy's Expected Result/Impact:** To increase Social Media presence and involvement with all stakeholders.<br>**Staff Responsible for Monitoring:** Social Media Coordinator, Grade level Social Media Contributor. |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will share the CFISD important announcements for the community through Emery's Social Media Platform X.<br>**Strategy's Expected Result/Impact:** To increase Social Media presence and involvement with all stakeholders.<br>**Staff Responsible for Monitoring:** Social Media Coordinator, Grade level Social Media Contributor. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will have a bilingual parent to be at our PTO meetings, we will have prizes for the grade level that has the most parent representatives.<br>**Strategy's Expected Result/Impact:** To increase parent involvement at school events such as STAAR night, Parent Symposium, Math night, monthly Academic night and PTO nights, Skate nights etc.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist Teachers, Counselor |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Increase communication for our monthly parent nights by utilizing our social media accounts in a timely manner and by implementing homeroom moms for each class to increase communication within the classroom.<br>**Strategy's Expected Result/Impact:** To increase involvement and attendance at school events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist Teachers, Counselor |

# Cypress-Fairbanks Independent School District

# Emmott Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Ensure high-quality, TEKS-based first time instruction for all students, supported by, intentional planning, consistent feedback, student engagement and data-driven small group interventions, with a targeted emphasis on strengthening student growth and closing gaps.<br><br>Strategy:<br>Students in all grade levels will participate in a structured lesson cycle that includes an intentional lesson frame (opening and closing), a connection to prior learning and opportunities to show their understanding.<br>**Strategy's Expected Result/Impact:** The strategy is expected allow teachers include impactful instructional strategies in their teaching and to collect formative data that will allow teachers to adjust instruction to meet the needs of their students.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Ensure high-quality, TEKS-based first time instruction for all students, supported by, intentional planning, consistent feedback, student engagement and data-driven small group interventions, with a targeted emphasis on strengthening student growth and closing gaps.<br><br>Strategy:<br>Students will routinely participate in lessons that include opportunities for active hands-on instruction that will engage students.<br>**Strategy's Expected Result/Impact:** The strategy is expected to maximize student engagement and allow students to develop a deeper understanding of instructional concepts.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal. |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Ensure high-quality, TEKS-based first time instruction for all students, supported by, intentional planning, consistent feedback, student engagement and data-driven small group interventions, with a targeted emphasis on strengthening student growth and closing gaps.

Strategy: Students will consistently use visuals such as anchor charts, interactive word walls, and interactive content notebooks to reference and enhance their understanding of instructional content.

**Strategy's Expected Result/Impact:** This strategy provides a research based approach will help students better understand the content by providing them with reference material to support learning.

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: Girls on the Run, Student Council, Art Contests, Choir., Red Carpet Crew.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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 - The class size reduction teachers, 2 Behavior Interventionists, At-Risk Math Interventionist

Sub pay -When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitutes.

Field Trips- We will offer an opportunity to send Kindergarten through 5th grade on a field trip to enrich their experiences and help develop schema.

PBIS supplies - Students will earn incentives using PBIS Rewards. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

Extra Duty Pay- Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

Parent Involvement: We will increase parent involvement throughout the year with events like Parent Power Hour, Curriculum Night, Trunk or Treat w/ a Curriculum Treat, etc... These events will help support our goal of increasing parent involvement.

Temporary Worker - This worker will provide Math and/or Science interventions to improve our achievement data.

Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Improve student engagement by using the live morning announcements and the "Emmott Famous" Livestream to promote events, opportunities, and student caught showing Eagle PRIDE!

**Strategy's Expected Result/Impact:** Promoting the students that are showing PRIDE and highlighting opportunities for students to get involved, will encourage other students to exercise their PRIDE and get involved on campus.

**Staff Responsible for Monitoring:** Behavior Coaches, Assistant Principals, Principal.

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Incorporating an assessment goal setting and data tracking system for students in 2nd - 5th grades.

**Strategy's Expected Result/Impact:** By reflecting on assessments, setting goals and tracking progress, student will take ownership and be active participants in their own academic achievement.

**Staff Responsible for Monitoring:** Teacher, Instructional Specialists, Assistant Principals, Principal.

**Strategy 9 Details**

**Strategy 9:** Evidence-based school improvement strategies: To address our status as a campus with a need for targeted supports of Economically Disadvantaged students, Emmott will:

Provide opportunities for tutoring in the STAAR tested subjects of RLA and Math, for the targeted group of students close to meeting the state standard of approaches, meets, and masters for 3rd-5th grade students. During these tutoring sessions, APs and principal will conduct tutoring sweeps to ensure the fidelity of quality instruction.

Require the use of iXL as an RLA and Math intervention for students in grade levels 3rd- 5th. iXL Math and iXL ELAR will be added to our Closing the Gap weekly rotation. Members of our ILT will visit classrooms during Closing the Gap to ensure the software is being used by students with fidelity.

Use one of our state comp ed allocations to fund a 3rd - 5th Math Interventionist.This interventionist will support teachers that are new to the content and/or profession. Interventionist support will be reviewed after each assessment and adjusted as needed.

Campus monitoring plan: The campus monitoring plan includes:

Campus leaders at Emmott Elementary will conduct and monitor content area data digs approximately one week after DPMs and Benchmarks.District coaches will be asked to support our campus' new ISs with data dig planning.

A portion of our staff meetings and CPOC meetings will include a data overview. Data will be posted in the administrative hallways, IS area, and teacher classrooms. Students will also participate in data reviews and goal setting.

In addition, we will add agenda items to our A-Team and ILT meeting agendas to review, discuss, and create a plan of support for academic data.

District monitoring plan: Emmott is part of the CFISD Monitor School process.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: We reallocated our proposed State Comp Ed position of a Primary Interventionist to a math Interventionist to support our 3rd - 5th grade students and teachers.

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** Economically Disadvantaged Student Performance Goals:
Math Meets or Higher: 40%
Math Growth: 65%
Student Success (Domain I Component Score): 38 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
| --- |
| **Strategy 1:** Students will receive instruction during Closing the Gap time that will address targeted learning gaps as indicated by MAP data reports.<br>**Strategy's Expected Result/Impact:** Teachers understanding how to interpret the data from MAP testing will help them better understand students' learning needs and to prepare lessons that will work to close learning gaps<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal. |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will complete 30-60 minutes per week within the IXL or AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Teachers understanding AMIRA reports will help them better understand students' learning needs and to prepare lessons that will work to close learning gaps<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal. |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will complete 30-60 minutes per week within the IXL or AMIRA program and/or be pulled into a Closing the Gap small group to address learning gaps in ELAR.<br>**Strategy's Expected Result/Impact:** Students will improve performance from Low DNM to High DNM and High DNM to Approaches.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Students will receive instruction during Closing the Gap time that will address academic deficits outlined in MAP reports.<br>**Strategy's Expected Result/Impact:** Teachers understanding how to interpret the data from MAP testing will help them better understand deficits and prepare to close learning gaps<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: All students and staff will practice crisis drills and monthly fire drills. They will refer to and implement our Emergency Operating Plan including the Standard Response Protocol on how to handle emergencies on campus during crisis situations.<br>**Strategy's Expected Result/Impact:** 1. The campus will maintain compliance with required safety drills each semester.<br>2. Staff, students, and community will be informed of procedures in place for crisis situations.<br>3. Administrative staff will be able to review, refine, and adjust plans of emergency as needed for student safety.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Emergency Operations Representative, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br><br>Incorporate campus attendance plan that monitors initiatives throughout the year and recognizes improvement across grade levels.<br><br>Communicate the plan for attendance efforts during parent engagement events.<br><br>Celebrate growth areas that meet or exceed the 95% goal throughout the year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Code of Conduct talks held within first 3 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Harmony lessons and social skill development. Community Circles will be part of the instructional morning schedule.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Coaches, PBIS Committee Members, Emmott Staff |
| **Strategy 2 Details** |
| **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. The PBIS committee will continue the level 1 model for campus interventions. The team will meet monthly to review disciplinary data, create goals for improvement, develop new lessons/activities for school-wide incentives, and review current campus matrix for support.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Emmott Staff, PBIS Committee Members, Principal, Assistant Principals,Counselors, Behavior Coaches |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teachers/Paraprofessionals will be recognized for nine week attendance and participate in school-wide activities that promote daily campus attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br><br>Staff attendance will be kept at a minimum per month based on Aesop reports for campus and groups.<br>Classroom instructional performance will increase for content areas.<br>School morale will increase for the campus.<br>**Staff Responsible for Monitoring:** Assistant Principals, Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will participate in district and campus professional learning opportunities which focus on specific teaching practices that maximize instructional methods for the current school year.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, District Coaches |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We are adding an action item to our weekly leadership team agenda to discuss items to add to our marquee and social media account.<br>**Strategy's Expected Result/Impact:** Adding a "Marketing" action item to our weekly leadership agenda, will allow us to be intentional about activities happening at school that need to be shared with the community<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: Each team sharing their weekly grade level newsletters and monthly parent newsletters will include social media handles and upcoming campus events<br>**Strategy's Expected Result/Impact:** Including campus social media handles will encourage parents to follow our social media pages.<br>**Staff Responsible for Monitoring:** Assistant Principals and Principals |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: We will strive for an intentional and active Social Media presence with a goal of posting campus highlights at least twice per week.<br>**Strategy's Expected Result/Impact:** Posting regularly on Social Media and including hashtags and handles of community partners will allow people inside the Emmott community and beyond to experience the wonderful things taking place on our campus.<br>**Staff Responsible for Monitoring:** Principal. |

| Strategy 4 Details |
|---|
| **Strategy 4:** Improving Parent and Community Engagement: We will host monthly Parent Power Hours on our campus. The goal of our parent Power Hours is to allow our parents to partner with our campus in an effort to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Parents will be exposed to tools, strategies and resources to support the education of their students. With more informed parents, we are expecting improvement in academic and behavioral outcomes.<br>**Staff Responsible for Monitoring:** Counselors, Assistant Principals, Principal |

# Cypress-Fairbanks Independent School District

# Farney Elementary School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



# 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 |
|---|
| **Strategy 1:** Instructional Focus: data tracking, monitoring notebooks, and strategies for student goal setting.<br><br>Strategy: Monitoring notebooks and student goal setting will be used in every classroom to track individual student data and growth.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Incorporate planned higher-level questioning and intentional student discourse activities during weekly content planning.<br><br>Strategy: Students will be asked high-level questions and participate in varied student discourse activities that teachers will include in their lesson plans.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Provide real-world connections for students.<br><br>Strategy: Students will be provided real-world connections to content that teachers will intentionally plan on a weekly basis.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Run Club, Student Leadership Committee, Name That Book Team, Gifted and Talented Projects.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries - 1 class size reduction teacher in 5th grade will assist with meeting our target table goals in all content areas. 1 Behavior Specialist will assist with meeting our target table goals in all content areas.
2. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.
3. Temporary Worker Pay - Will fund temporary workers that will support students in meeting or exceeding our target table goals.
4. Consultant Staff Development - Will fund a math consultant to strengthen our teachers' instructional practices.
5. Supplies - Will fund the Educator's Handbook software to ensure consistency for behavior concerns.
6. Parent Involvement - Will increase parent involvement throughout the year with events such as Science Night and Multicultural Night.

**Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Teachers, paraprofessionals and BI.

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Farney Elementary will implement a student leadership team during the 2025-26 school year, which will promote positive social interactions, model school values, and facilitate leadership opportunities that empower students to contribute meaningfully to the school culture.

**Strategy's Expected Result/Impact:** We will create an atmosphere of student leadership and accountability within our campus.

**Staff Responsible for Monitoring:** Principal, Student Leadership Committee, Behavior Specialist, Assistant Principals

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Farney Elementary will work to implement a run club after school during the 2025-26 school year, which will support students' level of physical activity and team building.

**Strategy's Expected Result/Impact:** Create an atmosphere for students to be a part of a team and work together to improve their physical fitness.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Run Club Sponsors

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 |
| --- |
| **Strategy 1:** Teachers will have planned data digs to evaluate their class data and will plan small group instruction to meet individual student needs.<br>**Strategy's Expected Result/Impact:** Students taking the MAP or mClass assessments will grow in their reading ability.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will ensure students are using the AMIRA reading program on a weekly basis at a minimum of 30 minutes per week and plan targeted differentiated instruction using a variety of data.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Reading Teachers. |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will use monitoring notebooks and planned differentiated instruction to monitor students' growth.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Reading Teachers. |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will have planned data digs to evaluate their class data and will plan small group instruction to meet individual student needs.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Math Teachers |

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 |
| --- |
| **Strategy 1:** Campus Safety: Staff and students will implement/follow all safety guidelines and PBIS matrices.<br>**Strategy's Expected Result/Impact:** Students and staff feel safe in a warm and positive environment conducive to student learning.<br>**Staff Responsible for Monitoring:** Principal, AP's, IS's, Counselors, Teachers, BI, and Support Staff |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** EOP TEAM and Campus Secretary |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, AP's, BI, Counselors, and Teachers |
| **Strategy 2 Details** |
| **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. Continue to implement and reinforce our SOAR matrix.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, AP's, BI, Teachers |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 ensure they are prepared for absence and provide proper notification.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal, School Secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in after school on-campus professional development in areas determined by the campus data and within the school day in the area of Math (Linkenhoger).<br>**Strategy's Expected Result/Impact:** Targeted small group instruction based on increased instructional strategies.<br>**Staff Responsible for Monitoring:** Principal, AP's, Staff Development Liaison, Teachers |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Farney Elementary will use social media to increase visibility and student engagement by featuring student-created content in classrooms on a weekly basis.<br>**Strategy's Expected Result/Impact:** We will share the variety of educational opportunities available at our campus through social media.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals, Teachers, Instructional Specialists. |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Farney Elementary will showcase the positive things happening on our campus through the Falcon Flyer (campus newsletter) in order to increase familiarity with our staff, students, and school happenings.<br>**Strategy's Expected Result/Impact:** We will share the variety of educational opportunities available at our campus through social media.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals, Teachers, Instructional Specialists. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: The Farney staff will work to provide a variety of methods of communication in both English and Spanish to our community, promoting events and ways parents can be involved.<br>**Strategy's Expected Result/Impact:** Families will better understand the opportunities available for them to support our campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Campus Secretary, Counselor |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: The Farney staff will ensure we are providing content support methods for parents in order to make sure they are knowledgeable about ways they can help their children at home.<br>**Strategy's Expected Result/Impact:** An improvement for our families on ways they can help their students at home academically.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

# Cypress-Fairbanks Independent School District

# Fiest Elementary School

# 2025-2026

# Goals

**Goal 1:** 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted PLCs and planning.<br><br>Strategy: Provide ongoing PD on high-yield instructional strategies (e.g., Turn & Talk, Think-Pair-Share, sentence stems, exit tickets). Facilitate PLCs focused on unpacking TEKS and CFISD curriculum and identifying aligned checks for understanding. Include reflective protocols that prompt teachers to evaluate and adjust instruction based on student responses.<br>**Strategy's Expected Result/Impact:** Increased teacher use of research-based, high-yield strategies that actively engage students in learning. We will see improved teacher understanding of TEKS and CFISD curriculum, resulting in tighter alignment between instruction, checks for understanding, and student learning goals. There will be more consistent use of formative assessments and exit tickets to monitor student progress in real time.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist(s) |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted PLCs and planning.<br><br>Strategy: Provide planning templates and exemplar small group lesson structures. Allocate time during PLCs to plan intervention lessons and analyze impact data. Implement campus-wide structures for academic discourse (e.g., accountable talk). Model and practice scaffolds like sentence stems and structured partner work during faculty meetings and PLCs.<br>**Strategy's Expected Result/Impact:** Higher-quality, targeted instruction for diverse learners, including those needing intervention or enrichment. Data-driven instruction becomes routine; teachers make informed decisions based on student progress.Improved student oral language and critical thinking skills, especially for English learners and students with limited academic vocabulary. Transfer of adult learning into classroom practice, since teachers experience the strategies firsthand.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist(s) |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted PLCs and planning.

Strategy: Offer training on how to manage whole-group instruction while pulling effective small groups. Include modeling of intervention strategies for foundational skills (e.g., guided reading, math fact fluency, academic vocabulary).

**Strategy's Expected Result/Impact:** Teachers increase confidence and skill in balancing whole-group instruction with targeted small-group support. We will see a consistent use of small-group instruction to address specific student needs. There will be a greater implementation of research-based intervention strategies for literacy, math, and vocabulary.

**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist(s)

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:
-PK/Kindergarten Round-Up
-Curriculum Night (s)
-Grade-Level Parent & Family Engagement Events
-Vertical alignment event (s) with Cy-Falls High School
-Red Ribbon Week
-Field Days
-Book Character Parade
-Veteran's Day Celebration
-Spelling Bee
-4th/5th Grade Choir
-3rd-5th Student Council
-4th/5th Safety Patrol
-Junior Librarians
-Fiest Friends
-Self-Managers
-Winter Wonderland Family Event
-Rodeo Round-Up Family Event
-Kindergarten Penguin Ball
-After-school fine arts opportunities
-Book Fair/Read a Thon
-Cub Carnival
-5th Grade Recognition
-Grade-Level Field Trips
-Cub Carnival

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s), Counselor (s)

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries: The .5 reading interventionist, testing coordinator, behavior specialist, instructional paraprofessional will assist in meeting student needs and goals in all content areas.

2. Parent and Family Engagement: We will increase parent involvement throughout the year through events such as, Winter Wonderland, Rodeo Roundup, Penguin Ball, Curriculum Night. Staff will communicate through various methods, information regarding these events and other opportunities to support our goal of increased parent involvement.

3. Temporary Worker: We will use Title I funds to provide additional math intervention through a temporary worker.

4. Professional Development: The leadership team, teaching staff, and para-professionals will attend professional development on-campus and off-campus to develop stronger teaching strategies.

5. Extra Duty Pay- Staff members will be paid for conducting tutorials before or after school.

6. Supplies- Classroom supplies/materials to increase tier I instruction.

7. PBIS Rewards (Subscription) and PBIS Supplies- Students will earn incentives by earingin PBIS Rewards points. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, APs, ISs, BI, Counselors, Teachers

**Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will provide different opportunities for events at various times during the day and evening, whole families are invited and included at all events, posting on various social media platforms, call outs in both English and Spanish, coordinate calendars with secondary campuses, create a positive and welcoming environment.

**Strategy's Expected Result/Impact:** Parent/family attendance will increase at grade-level and whole campus events.

**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s)

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement:Improving Parent and Community Engagement: As a campus, we will use social media to promote family and community events at Fiest Elementary. As a campus, we will provide family/community oriented events for all to participate in and to celebrate student learning.

**Strategy's Expected Result/Impact:** Parent/family attendance will increase at grade-level and whole campus events.

**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s)

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 |
| --- |
| **Strategy 1:** Reading: We will support all students in daily instruction (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) based on student need in order to increase decoding skills, increase vocabulary skills through explicit instruction, and deepen comprehension with a specific focus (ex. Science of Reading Strategies).<br>**Strategy's Expected Result/Impact:** Improved student performance in reading, as evidenced by growth in decoding, vocabulary, and comprehension skills on formative assessments and state benchmarks.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |
| **Strategy 2 Details** |
| **Strategy 2:** Reading: We will utilize foundational skills instruction and science of teaching reading. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context to support all students in reading and writing instruction.<br>**Strategy's Expected Result/Impact:** Reduction in reading gaps, particularly for struggling readers, due to explicit, systematic instruction aligned with the Science of Teaching Reading.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete a minimum of 30 minutes of Amira instruction weekly and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** The percentage of students who meet the 50% AMIRA Reading Mastery score will increase.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |
| **Strategy 2 Details** |
| **Strategy 2:** Reading: We will support all students in daily instruction (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) based on student need in order to increase decoding skills, increase vocabulary skills through explicit instruction, and deepen comprehension with a specific focus (ex. Science of Reading Strategies).<br>**Strategy's Expected Result/Impact:** Improved student performance in reading, as evidenced by growth in decoding, vocabulary, and comprehension skills on formative assessments and state benchmarks.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |
| **Strategy 3 Details** |
| **Strategy 3:** Reading: We will utilize foundational skills instruction and science of teaching reading. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context to support all students in reading and writing instruction.<br>**Strategy's Expected Result/Impact:** Reduction in reading gaps, particularly for struggling readers, due to explicit, systematic instruction aligned with the Science of Teaching Reading.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete a minimum of 30 minutes of Amira instruction weekly and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** The percentage of students who meet the 50% AMIRA Reading Mastery score will increase.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |
| **Strategy 2 Details** |
| **Strategy 2:** Reading: We will support all students in daily instruction (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) based on student need in order to increase decoding skills, increase vocabulary skills through explicit instruction, and deepen comprehension with a specific focus (ex. Science of Reading Strategies).<br>**Strategy's Expected Result/Impact:** Improved student performance in reading, as evidenced by growth in decoding, vocabulary, and comprehension skills on formative assessments and state benchmarks.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |
| **Strategy 3 Details** |
| **Strategy 3:** Reading: We will support all students (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) in reading and listening comprehension through read alouds with accountable talk, with a strategic focus on increased rigor, use of visuals, and provide experiences virtually and in person to grow student background knowledge.<br>**Strategy's Expected Result/Impact:** Improved reading and listening comprehension for all students, as a result of intentional read-alouds paired with accountable talk and comprehension-focused discussion.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |
| **Strategy 4 Details** |
| **Strategy 4:** All teachers will give daily, explicit instruction in the area of foundational skills.<br>**Strategy's Expected Result/Impact:** Increased student ability to decode and encode multisyllabic words.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** We will focus on creating a deeper understanding of number sense and math computation (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) to grow students' numeracy. Strategies that we will use are committing to our fluency time, retrieval practice time, as well as growing teacher capacity through campus-led PD opportunities.<br>**Strategy's Expected Result/Impact:** Students will develop stronger number sense and computational skills, leading to increased confidence and accuracy in math.<br>**Staff Responsible for Monitoring:** Principal, AP's, IS's |
| **Strategy 2 Details** |
| **Strategy 2:** We will grow mathematical comprehension (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) by utilizing a problem-solving process. We will employ a variety of strategies to increase student stamina, critical thinking skills, and their ability to problem-solve.<br>**Strategy's Expected Result/Impact:** As a result, students will develop greater stamina, critical thinking abilities, and confidence in applying a structured problem-solving process to a variety of math challenges.<br>**Staff Responsible for Monitoring:** Principal, AP's, IS's |
| **Strategy 3 Details** |
| **Strategy 3:** We will focus on growing student's fact fluency (all operations) to aid in problem solving and computations.<br>**Strategy's Expected Result/Impact:** This increased fluency will support higher-level computation skills, improve confidence in math, and allow students to focus more on reasoning and problem-solving rather than basic calculations.<br>**Staff Responsible for Monitoring:** Principal, AP's, IS's |

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 |
| --- |
| **Strategy 1:** Campus Safety:<br>All students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safely document and protocols.<br>**Strategy's Expected Result/Impact:** Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee.<br>**Staff Responsible for Monitoring:** Safety Task Force Committee, APs, and Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, AP, EOP Coordinators, Admin. |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention)<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** APs, BI, Classroom teachers, APs |
| **Strategy 2 Details** |
| **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. By the end of the current school year, discipline referrals will be decreased by 15%.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** APs, BI, Classroom teacher, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance:<br>We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Campus Sub Rep, Principal and District HR |

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
Sibme videos

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus time equivalency will be given for PD hours working towards ESL and GT certifications<br>**Strategy's Expected Result/Impact:** The trained staff will return to campus and share strategies to increase academic performance.<br>**Staff Responsible for Monitoring:** Counselors, BI, APs, Principal |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: As a campus we will post pictures of activities and exciting learning opportunities on our social media platforms at minimum 1 time per week.<br>**Strategy's Expected Result/Impact:** As we increase posts and pictures of activities and learning opportunities, parents will be informed of the learning and different activities that are happening on campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: As a campus we will utilize our social media outlets to promote and advertise our campus and district calendar of events a minimum of once per month.<br>**Strategy's Expected Result/Impact:** With the increase of advertising and promoting campus and district events, we will increase parent/family participation.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: We will provide different opportunities for events at various times during the day and evening, whole families are invited and included at all events, posting on various social media platforms, call outs in both English and Spanish, coordinate calendars with secondary campuses, create a positive and welcoming environment.<br>**Strategy's Expected Result/Impact:** Parent/family attendance will increase at grade-level and whole campus events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

| Strategy 4 Details |
|---|
| **Strategy 4:** Improving Parent and Community Engagement: As a campus, we will use social media to promote family and community events at Fiest Elementary. As a campus, we will provide family/community oriented events for all to participate in and to celebrate student learning.<br>**Strategy's Expected Result/Impact:** Parent/family attendance will increase at grade-level and whole campus events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s) |

# Cypress-Fairbanks Independent School District

# Francone Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Strengthening the collaboration between General Education teachers/classrooms and Special Education teachers/classrooms, especially in grades 3rd, 4th, & 5th.<br><br>Strategy: We will designate specific time for the Resource teachers to plan with the Instructional Specialists, so the Resource teachers can be more aware of what is being taught in the GenEd setting and connect student learning in both classes.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialist<br>APs |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening the collaboration between General Education teachers/classrooms and Special Education teachers/classrooms especially in grades 3rd, 4th, & 5th.<br><br>Strategy: SPED students will receive 1st time instruction in the GenEd classroom before going to resource to practice skills and work on interventions.<br>**Strategy's Expected Result/Impact:** To ensure the SpEd students are being supported in GenEd classrooms for 1st time instruction<br>**Staff Responsible for Monitoring:** APs |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening the collaboration between General Education teachers/classrooms and Special Education teachers/classrooms especially in grades 3rd, 4th, & 5th.

Strategy: Training the ICS paraprofessionals and giving them more tools to use while providing support

**Strategy's Expected Result/Impact:** The paraprofessionals will be better prepared to support our students during their GenEd time resulting in academic success

**Staff Responsible for Monitoring:** Resource Teachers
ISs
APs

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Provide students with the opportunity to have a well-rounded education.

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. .

**Strategy's Expected Result/Impact:**

1. Salaries - 1.5 teachers in intervention, and class size reduction, 5 paraprofessionals to assist students in the general education classrooms

2. Library books - We will increase the circulation of library books to develop stronger reading strategies and comprehension

3. Professional Development the leadership team, teaching staff, and paraprofessionals will attend professional development to develop a stronger understanding of how to best support our students in helping them meet academic and behavioral goals

4. Substitute pay - When the class-size reduction teacher is absent. Title 1 funds will cover the cost of the substitute

5. PBIS Supplies - Students will earn incentives using their PBIS/SOAR bucks and celebrating students each 9 weeks for SOAR Awards

6. Extended Day Pay - Staff members will be paid for for trainings and planning outside of the school day that supports instructional goals

7. Extra Duty Pay - Staff members will be paid for after school tutoring

8. Parent Involvement - We will increase parent involvement throughout the year with events such as: Falcon Express, Curriculum Family Night, Family Fun Nights, etc We will communicate with parents using various methods to help increase attendances/involvement

9. Supplies - Classroom supplies will be provided to the teachers and students to meet the needs of the classroom

**Staff Responsible for Monitoring:** Principal
APs
Counselors

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Throughout the year we will offer clubs/enrichment activities during recess times to provide the students with more choice.

**Strategy's Expected Result/Impact:** Students will benefit for learning more about the topics covered in the clubs/enrichment activities, and because there are behavior requirements to participate it will help overall discipline issues because will not want to be removed from the activies.

**Staff Responsible for Monitoring:** Large group teachers lead the activities, overseen by the Assistant principals.

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Students will be surveyed to establish their interest in additional topics to provide enrichment opportunities.

**Strategy's Expected Result/Impact:** If the students determine what is important for them and what they want to know more about they will be more willing to sign-up for the activities and actively participate.

**Staff Responsible for Monitoring:** Assistant principals

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 |
| --- |
| **Strategy 1:** Reading teachers will plan high quality instruction that strengthens students' understanding of RLA TEKS via rigorous learning experiences with district provided lessons and resources.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS, AP and Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program of high-quality minutes, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS, AP, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS, AP, and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** IS, AP, Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program of high-quality minutes, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS, AP, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS, AP, and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** IS, AP, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** IS, AP and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency |

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 |
| --- |
| **Strategy 1:** Campus Safety: Complete BOTB lessons and provide access to reflective activities through guidance lessons offered by counselors.<br>**Strategy's Expected Result/Impact:** Office referrals will decrease by 1%<br>**Staff Responsible for Monitoring:** Assistant Principals |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** APs |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Offer small group restorative opportunities centered around controlling anger and conflict resolution.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on PBIS best practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Class Meetings will take place on a weekly basis to facilitate SEL.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Behavior Interventionist, APs |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 .25%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Recognize staff members who demonstrate exemplary attendance each nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .25%. |

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 professional development based on identified needs.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: District Professional Development Opportunities, Region IV Professional Development Opportunities, as well as additional opportunities that may be aligned with our most at-risk populations, such as conferences for instructional leaders, literacy trainings, student engagement, math, and science professional development.<br>**Strategy's Expected Result/Impact:** Meet or exceed targets for each state assessment. |

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%.

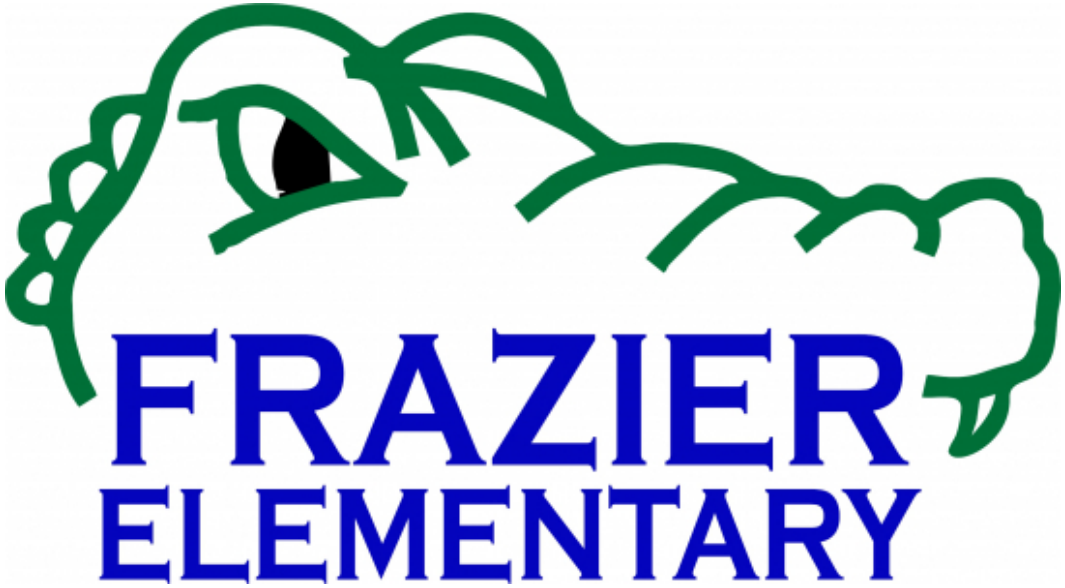
**Evaluation Data Sources:** Parent Survey
Activity sign-in sheets/records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will add additional people to the "Media Team". We will purposefully make regular social media posts highlighting school and classroom activities/lessons, upcoming community events, and recognitions<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will provide more options for parents to receive information.<br>**Strategy's Expected Result/Impact:** We expect that if the information is more readily available and on multiple platforms, the parents are more likely to stay informed.<br>**Staff Responsible for Monitoring:** Principal and media team |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Use multiple forms of communication such as Remind, social media, monthly parent newsletter, and flyers for Friday Folders.<br>**Strategy's Expected Result/Impact:** parents will be more aware of school events<br>**Staff Responsible for Monitoring:** Principal and AP |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will make personal phone calls to some of our families that have a history of not being involved in school events.<br>**Strategy's Expected Result/Impact:** Increased parental and community involvement<br>**Staff Responsible for Monitoring:** Counselors, AP, Principal |

# Cypress-Fairbanks Independent School District

## Frazier Elementary School

## 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through a book study that targets the power explanations and explicit teaching.<br><br>Strategy: Higher level questioning with explicit teaching will occur in every classroom. Teacher explanations of content will be discussed within grade level planning.<br>**Strategy's Expected Result/Impact:** First-instruction will be clear and focused in every classroom.<br>**Staff Responsible for Monitoring:** ISs, APs, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br><br>Strategy: Students will participate in differentiated small group instruction. Teachers will include these groups in their monitoring notebooks each week.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal; PEAMs Teachers, I.S., and Counselors |
| **Strategy 4 Details** |
| **Strategy 4:** 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: 3rd - 5th grade choir, music memory, run club, 2nd - 5th baseball teams, basketball club, Gems/Jewels, Field Trips, and Men of Honor.<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal |

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The 2 class-size reduction teachers in 2nd grade math and 4th grade ELAR. Will assist with meeting our students' goals in all content areas.

2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

5. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

6. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

7. Parent Involvement - We will increase parent involvement throughout the year with events like Reading Night, Open House, Curriculum Night, Math/Science Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

8. Frazier Garden - We will increase student science understanding through our hands on garden.

9. Student Supplies - We will decrease the need for supplies to develop stronger reading/math strategies and comprehension assisting in meeting instructional targets and goals.

10. Field Trips - We will develop stronger reading strategies and comprehension and build science vocabulary which will assist us in meeting instructional targets and goals.

**Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Throughout the current school year, we will hold different sports activities (baseball, soccer, run club, and basketball) to increase team work and school spirit.

**Strategy's Expected Result/Impact:** Student discipline office referrals will decrease by 5%

**Staff Responsible for Monitoring:** Principals, APs, and PBIS committee

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Throughout the current school year, we will hold different student after school meetings (Men of Honor, Gems, and Jewels) to increase team work and school spirit.

**Strategy's Expected Result/Impact:** Student discipline office referrals will decrease by 5%

**Staff Responsible for Monitoring:** Principals, APs, and PBIS committee

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 |
| --- |
| **Strategy 1:** Foundational TEKs will be taught daily utilizing HMH Structured Literacy lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30 - 60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKs will be taught daily utilizing HMH Structured Literacy lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will compete 30-60 minutes per week within the AMIRA program, and teaches will utilize the sara to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Foundational TEKs will be taught daily through district provided curriculum.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKs via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will model and expect students to use a problem solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principals, APs, ISs, Teachers |

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 |
| --- |
| **Strategy 1:** Campus Safety: All Frazier's staff will work on developing strong relationships with each other and our community through the implementation of PBIS strategies, BOTB, restorative circle and huddles, and community activities here at our school. All staff will follow all safety protocols.<br>**Strategy's Expected Result/Impact:** All safety protocols will be followed.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Teachers. |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan and tracking system that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists, Teachers & Counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% .<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Counselors |

| Strategy 2 Details |
|---|
| **Strategy 2:** Behavior Management: Staff will be trained on the Fundamental Five and Just Tell Them practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education from our counselors, BOTB, Gator Store, and lunch bunch.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Counselors |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Provide monthly recognition and incentives for perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Admin Secretary |

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
Master Teacher Walks
Walk-throughs
Lesson Plans/Planning Document
Mentor/ Mentee
Sibme

| Strategy 1 Details |
| --- |
| **Strategy 1:**<br>High-Quality Professional Development: Staff will receive professional development from campus based opportunities for professional learning on PBIS Strategies, De-escalation Strategies, Content Specific staff development courses, Just Tell Them Book Study, and Student Management Strategies<br><br>- Teachers will receive professional development from Frazier Admin, ISs, and teachers.<br>**Strategy's Expected Result/Impact:** A decrease in student office referrals, In-School Suspension, Out-of-School Suspensions, SOS Placement and an increase in Reading and Math performance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors and Reading/Math Interventionists |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will encourage our parents to join our school's social media accounts.<br>**Strategy's Expected Result/Impact:** Parents will receive information regarding upcoming events and photos of the great things taking place at Frazier Elementary.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, and teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will post at least once a week from our school's social media accounts.<br>**Strategy's Expected Result/Impact:** Our community will see the wonderful things taking place at Frazier and how their students are growing through hands on activities.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, and teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will encourage our parents to join our new VIPs organization<br>**Strategy's Expected Result/Impact:** Parents will have a greater impact in supporting their students at Frazier Elementary<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will use social media to post all school related events and activities.<br>**Strategy's Expected Result/Impact:** Our community will see first-hand the impact our parents, teachers, and community members have on our students.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, and Teachers |

# Cypress-Fairbanks Independent School District

# Gleason Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Student achievement of third grade students in reading for meets and masters<br><br>Strategy: Teachers will create systematic and explicit, rigorous small group lessons with a focus on comprehension to help students accurately respond to what they have read.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principal and Principal. |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Student achievement of third grade students in math for approaches, meets, and masters.<br><br>Strategy: Teachers will utilize rigorous whole and small group instruction and teach students a consistent problem solving plan in primary grades.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals and Principal. |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Student behavior management<br><br>Strategy: Teachers will strengthen the implementation of consistent class meetings, relationship-building practices, and restorative practices across all classrooms.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Behavior Interventionist, Counselors and Testing Coordinator. |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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: The 2.5 support staff members -- the Testing Coordinator, Behavior Interventionist, and 0.5 Reading Interventionist -- will collaborate to address students' academic and behavioral goals. Their roles will include providing targeted interventions, monitoring student progress, and supporting classroom teachers in implementing strategies that promote academic growth and positive behavior outcomes.

Extra Duty Pay: Teachers will work with groups of students during after-school tutoring sessions to provide targeted instruction and support aimed at increasing student achievement. Tutoring will focus on reinforcing core content skills, addressing learning gaps, and promoting mastery of grade-level standards.

Temporary Worker: Temporary workers will be hired to work with small groups of students during the instructional day to provide targeted instruction and support aimed at increasing student achievement in the area of reading.

Instructional Supplies: Supplies will be purchased to ensure teachers and students have the necessary materials to effectively implement classroom instruction, small-group interventions, and restorative practices.

Parental Involvement: We will increase parental involvement throughout the year by hosting engaging events such as Tiger Express, Curriculum Night, and Family Night to strengthen the home-school connection. Staff members will maintain consistent communication with families through various methods, including newsletters, phone calls, digital platforms, and parent conferences, to keep families informed and actively involved in supporting student success.

**Staff Responsible for Monitoring:** Teachers
Instructional Specialists
Assistant Principals
Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: By the end of the 2025-2026 school year, Gleason will have teachers committed to implementing student-led activities that promote leadership, engagement, and ownership of learning.

**Strategy's Expected Result/Impact:** Increased teacher participation in implementing student-led lessons and projects.

Higher levels of student engagement, responsibility, and confidence.

Evidence of student voice and leadership in classroom and campus activities.

Strengthened relationships between students and teachers through shared learning experiences.

**Staff Responsible for Monitoring:** Campus Leadership

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: By the end of the 2025-2026 school year, Gleason will provide students with at least 1-2 opportunities to participate in after-school activities, supporting engagement, enrichment, and personal growth.

**Strategy's Expected Result/Impact:** Every student will have access to at least 1-2 after-school activities during the school year.

Increased student engagement, attendance, and participation in extracurricular opportunities.

Development of social, leadership, and academic skills beyond the regular school day.

Strengthened school culture and positive student-teacher relationships through shared experiences.

**Staff Responsible for Monitoring:** Campus Leadership

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** Increase the overall student attendance rate to 96.30% by the end of the school year through proactive monitoring, targeted interventions, and community engagement.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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. Class meetings will take place daily. A discipline continuum will be followed for level I and II behaviors. The AP's will use a student behavior log which involves the parent prior to writing an office referral for level I and level II violations. The campus will continue with district BOTB lessons (including Tip line reporting procedures), counselor guidance lessons, PBIS, and conduct daily class meetings.<br><br>Code of Conduct talks will be held within first 2 weeks of school and in spring semester. The principal will meet with the entire student body once a month.<br><br>Monthly monitoring, feedback and updates will be provided by the PBIS committee.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed the targets<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: By the end of the 2025-2026 school year, Gleason will increase the number of Facebook followers by 15% to enhance school-to-home communication, promote campus events, and strengthen family and community engagement.<br>**Strategy's Expected Result/Impact:** A 15% increase in Facebook followers by the end of the 2025-2026 school year.<br><br>Increased parent and community engagement, as shown by higher post interactions (likes, comments, shares).<br><br>Improved communication between school and families, leading to greater participation in campus activities and stronger school-community relationships.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists. |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: By the end of the 2025-2026 school year, Gleason will post at least three pieces of content per week on social media highlighting student success, campus achievements, and community events to increase family and community engagement.<br>**Strategy's Expected Result/Impact:** Consistent weekly posting of at least three high-quality updates.<br><br>Increased family and community awareness of school activities.<br><br>Stronger school-community relationships and improved perception of the campus culture.<br><br>Progress toward achieving a 15% increase in Facebook followers by the end of the school year.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists. |

**Strategy 3 Details**

**Strategy 3:** Improving Parent and Community Engagement: By the end of the 25-26 school year, Gleason will implement a multi-faceted approach to strengthen parent and community involvement:

Family Engagement Events: Host events such as Tiger Express, Curriculum Night, Horizon's Showcase, Family Night, etc. to encourage families to participate in school activities and celebrate student achievements.

Consistent Communication: Staff will maintain ongoing communication with families using newsletters, phone calls, emails, social media updates, and conferences to provide timely information and celebrate student success.

**Strategy's Expected Result/Impact:** Increased parent attendance at school events.

Stronger two-way communication between home and school.

Greater community involvement in school programs and initiatives.

**Staff Responsible for Monitoring:** Campus Leadership

**Strategy 4 Details**

**Strategy 4:** Improving Parent and Community Engagement: By the end of the 25-26 school year, Gleason will actively create opportunities for parents and community members to engage with the school through volunteering and partnerships. This will include assisting with classroom activities, supporting after-school programs, participating in campus events, and collaborating on enrichment initiatives.

**Strategy's Expected Result/Impact:** Increased parent and community participation in school programs and events.

Enhanced student support through additional adult involvement in academic and extracurricular activities.

Strengthened school-community relationships, fostering a culture of collaboration and shared responsibility for student achievement.

**Staff Responsible for Monitoring:** Campus Leadership

# Cypress-Fairbanks Independent School District

# Hairgrove Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus:<br>To improve vocabulary instruction across all grade levels, with a focus on our EB students.<br><br>RLA: Teachers will plan and implement specific vocabulary activities to support all students' learning. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary: Structured vocabulary time, read alouds, shared reading, reading small groups, and oral language development. Strategies and materials from Lead4Ward, Neuhaus, HMH, Heggerty, along with other campus-created activities.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: To improve math fluency and vocabulary instruction across the grade levels.<br><br>Math: Teachers will focus on math fluency through discussion and vocabulary instruction through oral language and vocabulary development for all students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, ST Math, and campus-created activities.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: To increase science vocabulary instruction and application across the grade levels<br><br>Science: Teachers will teach all students, with a focus on African American and EL current students, targeted vocabulary through a daily vocabulary time, along with additional vocabulary instruction provided twice a week by utilizing picture cards, word walls, Lead4ward activities, and district and campus-created activities.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, Dazzling Dolphins, PE-X, Adobe Group, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, Cheerleading, Science Night, and the Choral Festival. Students will be provided opportunities to utilize technology through the use of IXL, ST Math, Amira, Amplify, and other technologies.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists

**Strategy 6 Details**

**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: 3 teachers and 2 paraprofessionals will assist with helping students and reducing class size in our highest areas of need.
* Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.
* 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.
* Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support.
* Parental Involvement: We will increase parent involvement throughout the year with events like Family Night With Santa, Science Night, Open House, GT Showcase, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We are committed to offering our students a variety of extracurricular opportunities to engage them in coming to school and the opportunity to join a group they are passionate about.

**Strategy's Expected Result/Impact:** Improvement will be seen in the following: attendance and behavior with the development of a well-rounded education that prepares our students for the future.

**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Testing Coordinator, Behavior Specialist, Instructional Teaching Staff and Registrar.

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We are committed to creating an engaging school environment by increasing our number of positive office referrals.

**Strategy's Expected Result/Impact:** Students are celebrated for their positive behavior which helps improve their self-esteem and engagement in school.

**Staff Responsible for Monitoring:** Principal, APs

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners, using the monitoring notebook to create differentiated instruction.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

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 |
|---|
| **Strategy 1:** The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.<br>**Strategy's Expected Result/Impact:** Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. |
| **Strategy 3 Details** |
| **Strategy 3:** The campus will implement social and emotional lessons and continue with PBIS, Quantum Learning, 8 Keys of Excellence, No Excuses University College Bound, and GAME ON to support the safety of the staff and students.<br>**Strategy's Expected Result/Impact:** Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance.<br>**Staff Responsible for Monitoring:** Front desk, Safety Team, Counselor, Assistant Principals, and Principal |

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 |
|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br><br>Incentives:<br>Every day a class has 100% attendance, they earn a letter to spell WAVES. Once they spell the word, the class earns a reward of the teacher's choosing. Every month, students with perfect attendance get their name in a drawing for a new bike, helmet, and lock. We give away one girl bike and one boy bike and announce it during their lunchtime. Every nine weeks, students with perfect attendance are rewarded during their lunch time with a presentation of a prize or treat. We will also announce the class with the highest attendance each day on the announcements.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br><br>Monitoring System:<br>Committee meets to discuss students with attendance concerns. We have a spreadsheet where we are documenting students, number of absences, parent contact, as well as action taken by the school. Action depends on number of absences.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, Teachers |

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 |
|---|
| **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. We will continue to implement PBIS, Game On, and 8 Keys of Excellence and have our counselor conduct lessons in classrooms to keep violent incidents on our campus at 0%.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselors |
| **Strategy 2 Details** |
| **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. Teachers will present school wide PBIS/SEL lessons each day for five minutes. These lessons are tailored to the needs of the campus. PK-Kindergarten will participate in SEL lessons daily for 15 minutes.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Our whole campus CTE was a Quantum Learning Training designed to meet our campus needs<br>**Strategy's Expected Result/Impact:** The result of the learning is to learn how students learn best and strategies to implement in the classroom<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Behavior Specialist |

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 1%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will post one message or video a week on our various social media accounts (Instagram, X, and Tik Tok) which will include content showcasing academic and social events using the following hashtags: #HairgroveWave, #CFISD Spirit, and #ChooseCFISD.<br>**Strategy's Expected Result/Impact:** Increase parental involvement by 1%<br>**Staff Responsible for Monitoring:** Teachers, APs, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will improve our communication effectiveness on our campus website, marquee, parent newsletters, etc. by adding more campus and classroom information.<br>**Strategy's Expected Result/Impact:** Increase parental involvement by 1%<br>**Staff Responsible for Monitoring:** APs and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will provide support to parents who want to help their child at home. Take Home Bags have been made for students to take home. They include materials for parents to use to support instruction at school. Parent videos have been made to show parents how to complete the activities given.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 1%.<br>**Staff Responsible for Monitoring:** Teachers, APs, Instructional Specialists, Principal |

# Cypress-Fairbanks Independent School District

# Hamilton Elementary School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time and small group instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will participate in structured, collaborative planning time to regularly analyze student assessment data and design targeted, rigorous lessons using a campus planning template, with administrators participating in planning meetings and conducting regular check-ins to provide feedback and support.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time and small group instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will plan and regularly conduct targeted small group instruction, using student data to focus on specific skills and needs that differentiate instruction.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Strengthening first-time and small group instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will plan and implement lessons with higher-order questioning, student discourse, and strategies that promote critical thinking and deeper TEKS understanding, documented in lesson plans to support student growth to Masters.<br>**Strategy's Expected Result/Impact:** Students will engage in rigorous, thought-provoking lessons that promote critical thinking and discourse, resulting in increased achievement and ensuring growth meets or exceeds district/state growth tables, with more students reaching the Masters level.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |

**Strategy 4 Details**

**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
PE Teacher

**Strategy 5 Details**

**Strategy 5:** Improving Student Engagement: The campus will increase student engagement by offering at least five enrichment or interest-based clubs, ensuring equitable access for all students, and recognizing staff members who volunteer to sponsor these clubs through incentives and acknowledgment.

**Strategy's Expected Result/Impact:** Increased student engagement and sense of belonging, with staff recognized and motivated to support extracurricular programs.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Teachers

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: The campus will partner with our PTO, community associations, and school sponsors to provide resources and support for our after-school programs.

**Strategy's Expected Result/Impact:** The number of students participating in our after school groups will increase by 5%.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Teachers

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

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 |
|---|
| **Strategy 1:** Campus Safety: All staff will be trained in the district's safety policies.<br>**Strategy's Expected Result/Impact:** Executing the district's safety policies will create a safe environment for our students to grow and learn.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>School Safety Liaison |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>School safety liaison |

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 97% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus incentive attendance plan "Lions Show Up" will be implemented with campus and grade level incentives to increase attendance percentages.<br>**Strategy's Expected Result/Impact:** 97% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Attendance Secretary<br>Administration<br>Classroom Teachers |

| Strategy 2 Details |
|---|
| **Strategy 2:** "Lions Show Up" will be implemented to increase attendance. Phone calls and conferences will be made to address chronic absences.<br>**Strategy's Expected Result/Impact:** 97% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Attendance Secretary<br>Assistant Principals<br>Classroom Teachers |

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 |
|---|
| **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 opportunities will be provided to continue to provide staff with ways to prevent violent incidences on campus.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Administrators |

| Strategy 2 Details |
|---|
| **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.<br>All staff members will effectively teach weekly and reward students according to our PBIS matrix and PAWS. Students will also be taught 8 Keys of Excellence and Quantum Learning strategies will be used to increase student engagement.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Paraprofessionals<br>Teachers |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Incentives (lunch, covered duty, etc.) given for staff who have perfect attendance each grading period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal<br>Campus Secretary<br>Administrators<br>Attendance Secretary |

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 |
| --- |
| **Strategy 1:** High Quality Professional Development: Digital Learning Conference, Math Consultant Garland Linkenhoger, Vertical Alignment Opportunities, and ECR teaching strategies.<br>**Strategy's Expected Result/Impact:** Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Staff Development liaison |

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
Parent Engagement Activity Attendance

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: The campus will post at least one time per week on both Facebook and Instagram to engage the community, increase awareness of school events, and highlight student and staff achievements.<br>**Strategy's Expected Result/Impact:** Increased visibility and awareness of school events and achievements, stronger community engagement, and improved communication between the campus, families, and stakeholders.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Counselor |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: The campus will implement a content calendar to post at least one themed post per week on both Facebook and Instagram, increasing consistent communication, promoting school events, and boosting community engagement.<br>**Strategy's Expected Result/Impact:** Increased family and community engagement through consistent communication about school events, achievements, and initiatives.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Counselor |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: The campus will improve communication to families through consistency by sending home Friday grade level newsletters, Friday School Smore Newsletter, and Friday folders.<br>**Strategy's Expected Result/Impact:** Families will know when to expect regular and consistent updates about classroom and school activities, leading to increased involvement, stronger home-school connections, and a more engaged school community.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Counselor |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement:The campus will conduct parent surveys in both the fall and spring to systematically gather input regarding parent and community engagement<br>**Strategy's Expected Result/Impact:** The survey will provide actionable insights into parent and community engagement, allowing the campus to identify strengths, address areas for improvement, and tailor strategies to better involve families.<br>**Staff Responsible for Monitoring:** Principal , Assistant Principals, Instructional Specialists, and Counselor |

# Cypress-Fairbanks Independent School District

# Hancock Elementary School

# 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: We will ensure high-quality, standards-based first time instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.<br><br>Strategy: Students will participate in classroom instruction that is developed during planning.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: We will ensure high-quality, standards-based first time instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.<br><br>Strategy: Students will participate in rigorous lessons developed during planning.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: We will ensure high-quality, standards-based first time instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.<br><br>Strategy: Students will engage in small group instruction based on data reviewed at data digs to meet their needs.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math |

**Strategy 4 Details**

**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:** Principals
PE Teacher
Campus Nurse

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, GT, Flag Football, Basketball, Cheer

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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 - The class size reduction teachers in 5th grade Math/Science and 5th grade ELAR will assist with meeting our students' goals in all content areas. Our testing coordinator will help our assessment process run effectively in accordance with TEA guidelines.

Sub pay -When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitutes.

Field Trips- We will send Kindergarten through 5th grade on a field trip to enrich their experiences and help develop schema.

PBIS supplies - Students will earn incentives using PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

Extra Duty Pay- Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

Parent Involvement: We will increase parent involvement throughout the year with events like Pastries with the Principals, Grandparents' Day Celebration, Curriculum Night, An Evening with Santa, etc... These events will help support our goal of increasing parent involvement.

Temporary Worker - This worker will provide science interventions to improve our achievement data.

Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, Title 1 Coordinator

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will give out prizes and rewards to students who participate.

**Strategy's Expected Result/Impact:** We will have more students engage in campus initiatives.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Club Sponsors, Behavior Interventionists

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We will also acknowledge students for their participation and effort through PBIS.<br>**Strategy's Expected Result/Impact:** The students will work even harder to seek praise and acknowledgement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionists, Club Sponsors |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the IXL or AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the IXL or AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Campus Safety: BRINGING OUT THE BEST, WELL-MANANAGED CLASSROOMS (CLASS MEETINGS VIA ANNOUNCEMENTS) & PBIS lessons are shared with staff and students.<br>**Strategy's Expected Result/Impact:** Students and staff feel safe in a warm and positive environment conducive to student learning<br>**Staff Responsible for Monitoring:** Principal, AP's, IS's, Counselors, Teachers, and Support Staff |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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
Campus produced CDDR

| Strategy 1 Details |
|---|
| **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. Through restorative discipline practices and interventions, PBIS procedures, expectations, and common language, along with PBIS visuals that align for all student for campus wide expectations, Guidance lessons, & support groups.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, AP's, Behavior Interventionist, Counselors |
| **Strategy 2 Details** |
| **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. Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, Behavior Interventionist Specialist, Counselors, Assistant Principals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: By fostering a culture of appreciation and recognition, staff attendance will increase.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** AP's, Teachers, Paraprofessionals, and Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: All teachers will receive training and targeted support in curriculum, Schoology, planning lessons for rigor and relevance, along with helping to support their CF-TESS goals so they can be proficient and successful this school year.<br>**Strategy's Expected Result/Impact:** Expected results are that the teachers will build their capacity and become more efficient and purposeful in their decision-making regarding curriculum, Schoology, management, and personal goals.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, AP's, Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We plan to let parents know about our social media pages on all our communication (flyers, letterhead, school messenger, etc).<br>**Strategy's Expected Result/Impact:** We expect more parent participation.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Secretary |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We also plan to include our social media pages in our Principal and Teacher Newsletter.<br>**Strategy's Expected Result/Impact:** We expect to see more parents and community members following us on social media.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Survey our parents to get ideas of events they would like to attend.<br>**Strategy's Expected Result/Impact:** We will plan events that parents will attend.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Culture Coach |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Plan and calendar events for parents in advance, so they can plan to attend.<br>**Strategy's Expected Result/Impact:** We will get more parent participation if we give them advance notice of campus events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Title 1 Coordinator |

# Cypress-Fairbanks Independent School District

# Hemmenway Elementary School

# 2025-2026



# 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**

**Strategy 1:** Instructional Focus: Increase Teacher Capacity

Strategy: Teachers will enhance their ability to provide targeted, differentiated small group instruction daily by participating in professional development, such as Quantum Learning (full staff); SIPPS (primary); and Monthly Toolkits - data analysis, small group planning, relevance, including visuals & manipulatives, running records, behavioral supports, etc. (full staff).

**Strategy's Expected Result/Impact:** Students will have their instructional needs met with targeted, differentiated small groups daily which will result in improvement in performance.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

**Strategy 2 Details**

**Strategy 2:** Instructional Focus: Increase Instructional Rigor

Strategy: Teachers will improve first-time instruction by gaining feedback on higher level questions, academic vocabulary instruction, relevance, and rigorous activities in planning.

**Strategy's Expected Result/Impact:** Students will think at higher levels and engage in rigorous learning activities which will improve student performance.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Improve Instructional Alignment

Strategy: General and Special education teachers will plan weekly with Instructional Specialists to ensure consistent use of strategies across grade levels.

**Strategy's Expected Result/Impact:** Students will utilitze strategies that allow them to engage in rigorous learning activities which will improve student performance.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, PE teacher and para |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Tiger Paws Run/Walk Club, STEM Club, Cheer Squad, Student Council, Flag Football, Name that Book, etc.<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teacher Club Sponsors |

## Strategy 6 Details

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The 5th grade class-size reduction teacher, behavior specialist, intervention paraprofessional, and DMC paraprofessional.

2. Library Books -We will increase the circulation of library books to diversify the book collection, pique the interest of our students in support of a love of reading, develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and within the state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Substitute pay - When the Title I funded staff is absent, Title 1 funds will cover the cost of the substitute.

5. PBIS Rewards Program & Supplies - PBIS Rewards will be purchased as our campus incentive program to provide positive rewards for students showing growth academically and behaviorally. Students will earn incentives using their PBIS reward points. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

6. Extended Day Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

7. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

8. Parent Involvement - We will increase parent involvement throughout the year with events like Tiger Express, Open House, Curriculum Nights, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

9. SIBME - This platform will be used to enhance instructional delivery practices that directly correlate to strategies that support instructional goals as specified in the CIP.

10. Supplies - Classroom/instructional supplies will be used to assist in the delivery of instruction, identify additional targeted reading and math lessons using various learning software and support the use of formative assessments and improve the home-school connection of learning at home with parents, and include PAFE supplies to support children at home (e.g. wired mice for students to increase accuracy when working on chromebooks, wireless keyboards for Promethean boards to increase teacher proximity, etc).

11. Student, PAFE snacks and supplies - These will be used to support before/after school events such as Curriculum Night for Reading and Math, hands-on activities to model strategies for parents to use at home to support their children.

12. Field Trips - Academic experiences off campus will be provided to students throughout the school year. Each grade level will attend a field trip that aligns with the curriculum.

13. Temporary Workers - Temporary workers will be paid for to support classes and students with push-in groups, pull-out groups and during Closing the Gap time, based on current academic data.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will engage our students in activities to build school pride and give back to their community.

**Strategy's Expected Result/Impact:** Students will develop pride in their school and community. They will be proactive in creating ways to enhance their environments.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We will provide enrichment experiences to our students (e.g. clubs, parent and family engagement nights learning about various cultures, assemblies, field trips, etc.)

**Strategy's Expected Result/Impact:** Students will have more diverse background experiences on which to build instructional knowledge.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

**Strategy 9 Details**

**Strategy 9:** Evidence-based school improvement strategy: Students will participate in targeted small group instruction weekly - tutoring and lunch bunch/recess learning huddles. Instructional leadership team will conduct weekly check-ins with the students for goal setting. Teachers in grades 3-5 will participate in additional professional development to build capacity with district coaches during the instructional day -- RLA (ECRs Moving from 0 to 1) and Math (Data Analysis for Small Group Planning & presenting the critical components of upcoming units and scaffolding activities).

Campus monitoring plan: Principal, APs, and instructional leadership team will hold bi-weekly data reviews with teachers - evidence & effectiveness of small group implementation, student progress, and goal setting documentation for each student. Student data will be tracked by the principal via electronic file.

District monitoring plan: The district will review local assessment data.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: Tutoring will be provided by instructional specialists/interventionists.

District reallocation of resources to support the strategy: The district reading and math curriculum coaches will provide training for teachers during the instructional day. The district will provide two days of substitute pay for four teachers each day to participate in on-campus professional development. The district reading language arts department will assist with campus recalibration for scoring ECRs for December writing sample.

**Strategy's Expected Result/Impact:** White student performance goals:
RLA Meets or Higher: 59%
Math Growth: 74%
Student Success (Domain I Component Score): 58 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Interventionists, Teachers

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
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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency 2029.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Campus Safety: The campus will participate in all campus crisis drills, comply with district policies for safety actions, and implement Project Safety lessons, as well as staff will meet monthly for Safety Committee meetings.<br>**Strategy's Expected Result/Impact:** Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Admin. Team Members |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) daily in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Behavioral Interventionists, Counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will have consistent training in restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide behavioral incentive program, including the comprehensive Game On system and training for staff to enhance PBIS. We review our PBIS matrix attributes interactively with students daily during morning announcements and during class Morning Meetings.<br>R-being respectful<br>O-taking ownership<br>A-being accepting<br>R-being responsible<br>S-being safe<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Campus Secretary, Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus Staff will have the opportunity to attend various trainings that meet their specific learning needs. These trainings include, but are not limited to, Capturing Kids' Hearts, Lead 4Ward, Quantum Learning, district professional development opportunities, as well as additional professional development aligned with our most at-risk populations, such as, TELPAS trainings, HMH, Guided Math, Growth Mindset training, campus subscriptions, Action Based Learning, Schoology, and SIBME.<br>**Strategy's Expected Result/Impact:** Student achievement will increase by 10% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return.<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will survey our staff on the most popular platforms to utilize in increasing our social media presence.<br>**Strategy's Expected Result/Impact:** Our staff will use the social media platforms they are familiar with to post the celebrations of learning in from their classrooms.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Create a staff challenge to incentivize staff who are carrying the banner to post at least once a week.<br>**Strategy's Expected Result/Impact:** The campus will have an increased social media presence.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals. Instructional Specialists, Admin Team |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will restructure parent events to value cultural differences, and build parent capacity to support in meeting students' educational needs.<br>**Strategy's Expected Result/Impact:** Parents will feel more comfortable engaging in the school community, communication will continue to improve, and they will be able to support their students acadmically at home.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Admin Team, Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will provide additional opportunities for parent participation (e.g. Parent Showcase Days during the instructional day) shared by teachers through the Remind app.<br>**Strategy's Expected Result/Impact:** More parents will engage and learn how to support their students at home.<br>**Staff Responsible for Monitoring:** Principal. Assistant Principals. Instructional Specialitsts, Admin Team, Teachers |

# Cypress-Fairbanks Independent School District

# Holbrook Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Reading<br><br>Strategy: We will provide planning opportunities for reading teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Increase of students scoring at the Approaches, Meets, and Masters levels.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Math<br><br>Strategy: We will provide planning opportunities for math teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Increase of students scoring at the Approaches, Meets, and Masters levels.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Science<br><br>Strategy: We will provide planning opportunities for science teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Increase of students scoring at the Approaches, Meets, and Masters levels.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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) Garden Day
2) Sports Club
3) Field Trips
4) Team Time
5) Student Leadership Opportunities (Announcements, Reading Tutors, Buddies, etc)
6) PALS

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist, Counselors, Teachers

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1) Salaries - The Class Size Reduction Teachers in 5th grade and the Behavior Specialists will assist with meeting our students' goals in all content areas.
2) Temporary Workers - The temporary workers will instruct students in small group interventions to help meet or exceed our CIP target goals.
3) Library Books, Author Visits, & Classroom library - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed our CIP target goals.
4) Professional Development & Consultants - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms to support meeting the instructional and behavioral goals of the campus as specified in the CIP.
5) Contract Services - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets.
6) Instructional Supplies - Instructional supplies will provide additional access to items that promote students' academic growth and achievement.
7) Incentives/Reinforcers - Materials to increase student motivation will be used to meet target goals (academics, discipline, & attendance).
8) Extra Duty Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals.
9) Safety & Security - Materials will promote a safe learning environment for students.
10) Action Based Lab Intervention & Materials - Students will have access to relevant, hands-on, sensory, learning opportunities that support student achievement of instructional targets.
11) Parent Involvement - We will increase parent involvement through the year with events like Open House, Cougar Palooza, Sneaker Ball, Fall Carnival, LEADER Award Ceremony, etc. Staff members will communicate information through various methods regarding events and other opportunities to support our goal of increased parent involvement.
12) Substitutes - Substitutes will be provided to allow teachers to participate in long range planning and data digs.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Interventionists, Title 1/Testing Coordinator

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will focus on celebrating student growth in the following areas by focusing on "Leveling Up and Bringing our A game" - Attitude, Attendance, and Achievement.
Celebrations include: student recognition on announcements, certificates, growth parties, attendance celebrations, etc.

**Strategy's Expected Result/Impact:** Increase in student engagement which positively impacts student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We will focus on implementing high yield instructional strategies to increase student engagement with academic curriculum. High yield instructional strategies include but are not limited to: think, pair share, frequent opportunities for student discourse, power zone, small group instruction.

**Strategy's Expected Result/Impact:** Improved student engagement will positively impact student achievement to meet campus, district, and state goals.

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 |
| --- |
| **Strategy 1:** We will provide planning opportunities for reading teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Student scores will meet or exceed the district performance objective.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will build teacher's capacity for data analysis, reflection, and small group instruction through long range planning and data digs. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed district goal for AMIRA.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will build teacher's capacity for data analysis, reflection, and small group instruction through long range planning and data digs. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed the district goal for AMIRA.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** We will build teachers' capacity for data analysis, reflection, and small group instruction through long range planning and data digs. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed the district goal for MAP.<br>**Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists, and Teachers |

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 |
| --- |
| **Strategy 1:** Campus Safety: Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community<br>**Strategy's Expected Result/Impact:** Stakeholders will participate in ensuring Holbrook remains a safe campus for all<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors, PBIS Committee, and Staff Members |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Attendance Intervention Committee |

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 |
|---|
| **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. We will implement the following professional development opportunities for staff, students, and community: Code of conduct meetings, Project Safety Lessons, Team Time Meetings, Safety Drills, Capturing Kids' Hearts, Crisis Prevention, Team Time Lessons, and the use of restorative practices.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee |
| **Strategy 2 Details** |
| **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. Holbrook staff will utilize multiple ways of building positive relationships with students such as but not limited to: daily Team Time, class meetings, social contracts, daily social skill lessons, sensory cool down strategies, movement/regroup breaks, and student interest surveys<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, PBIS Committee |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

**Performance Objective 1:** Development of Professional Learning Communities: By the end of the current school year, 100% of staff members will have the opportunity to serve and provide feedback, input, and recognition for the implementation of the campus mission and vision.

**Evaluation Data Sources:** Formal and Informal Feedback
Committee Participation
Professional Development Opportunities

| Strategy 1 Details |
| --- |
| **Strategy 1:** Professional Development opportunities centered on the Vertical Alignment, Core Values, Building Community, Communication Skills, Leadership Skills, and building instructional capacity.<br>**Strategy's Expected Result/Impact:** Increased staff retention, involvement, and ownership<br>**Staff Responsible for Monitoring:** Principal |

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 and feedback based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning
Walk-throughs
Classroom Coaching Visits (Instructional & Classroom Management)
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and/or video recordings may be utilized to promote teacher and student growth<br>**Strategy's Expected Result/Impact:** Classroom implementation of professional learning<br><br>Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches |

| Strategy 2 Details |
| --- |
| **Strategy 2:** High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed<br>**Strategy's Expected Result/Impact:** Improved targeted professional development<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Increased posting of great things happening at Holbrook - team of teachers who will post at least 2 times per week. Student and staff spotlight videos emphasizing "We're Leveling Up and bringing our A game!" Attitude\|Attendance\|Achievement<br>**Strategy's Expected Result/Impact:** Increased parent and community involvement on social media.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will utilize social media to post our monthly newsletters and campus events to encourage parent and family engagement.<br>**Strategy's Expected Result/Impact:** Increased participation at school events, volunteers and parent/community representation on committees.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will provide multiple opportunities for Parent and Community Engagement. Opportunities include but are not limited to: Volunteer opportunities, Community Events, Frequent Surveys, and/or Parent Meetings.<br>**Strategy's Expected Result/Impact:** Increase in participation and engagement through volunteer opportunities, participation, and surveys completed.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will produce a monthly newsletter highlighting important events and student spotlights and add 5 additional engagement opportunities for Parents and Community.<br>**Strategy's Expected Result/Impact:** Increased participation in school events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

# Cypress-Fairbanks Independent School District

# Holmsley Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: To close achievement gaps in student groups for ELAR, Math and Science.<br><br>Strategy: We will consistently differentiate instruction in every subject and grade level.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: To close achievement gaps in student groups for ELAR, Math and Science.<br><br>Strategy: We will have a designated time where general education and special education teachers (case managers) meet to discuss curriculum.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: K-2 student performance on MAP in Reading and Math.<br><br>Strategy: We will use more time to analyze map data and make sure that it is used to differentiate instruction.<br>**Strategy's Expected Result/Impact:** The percentage of K-2 students meeting their targets will increase<br>**Staff Responsible for Monitoring:** Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries- One class size reduction teacher in 5th grade for Math/Sci.
Testing Coordinator
Behavior Coordinator
2.Substitute pay for staff development and salary staff.

3. Extra Duty pay- Teachers will get paid for extra staff development and extended day tutoring.

4. Temporary worker- We will supplement pay to bring retired staff in before December to help our students.

5. Supplies- We will continue to purchase for teachers to use in their lessons.

6. Parent Engagement-We will continue to increase parent involvement with events like literacy and math nights, STAAR nights, etc. We will also continue to purchase consumable items and supplies utilized for these nights.

**Staff Responsible for Monitoring:** Principal, Title I contact and Campus Secretary

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: This year we will be focused on good first instruction, through purposeful planning and follow through.

**Strategy's Expected Result/Impact:** By creating a strong foundation with good first instruction, we will have students entering the next grade level working on grade level. Lesson plans will serve as evidence of purposeful instruction to close gaps of the skills that still need to be mastered.

**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We will provide our families with as much information on the events that are being held at Holmsley. Additionally, we will send a paper newsletter with families.<br>**Strategy's Expected Result/Impact:** Increase Student Engagement to 95%<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Teachers will be provided time for regular analysis of MAP data to identify student strengths and learning gaps.<br>**Strategy's Expected Result/Impact:** This will lead to targeted instruction, informed intervention decisions and student growth. Additionally, increase the percentage of students meeting their RIT scores and demonstrating academic progress.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will be provided time for regular progress monitoring using AMIRA to analyze student performance and growth.<br>**Strategy's Expected Result/Impact:** This will help the teachers to have focused instruction and timely interventions, leading to student mastery of skills, higher percentages of students meeting the 50% AMIRA benchmark and improved reading achievement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will be provided time for regular progress monitoring using AMIRA to analyze student performance and growth.<br>**Strategy's Expected Result/Impact:** This will help the teachers to have focused instruction and timely interventions, leading to student mastery of skills, higher percentages of students meeting the 50% AMIRA benchmark and improved reading achievement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will be provided time for regular analysis of MAP data to identify student strengths and learning gaps.<br>**Strategy's Expected Result/Impact:** This will lead to targeted instruction, informed intervention decisions and student growth. Additionally, increase the percentage of students meeting their RIT scores and demonstrating academic progress.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Speciaists |

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 |
| --- |
| **Strategy 1:** Campus Safety: All the students and teachers will participate in safety drills. In addition the safety liaison will continue to review the safety components at least on a monthly basis.<br>**Strategy's Expected Result/Impact:** 100% of students will know their expectations for an actual emergency/crisis.<br>**Staff Responsible for Monitoring:** School Safety Liaison |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Safety Liaison |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs and Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation; such as, guidance lessons and class-meetings.<br>**Strategy's Expected Result/Impact:** Violent incidents will be less than 2%<br>**Staff Responsible for Monitoring:** Behavior Interventionist and Assistant Principals |
| **Strategy 2 Details** |
| **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. Our staff will consistently use PBIS language throughout the day and all areas. Additionally, the Behavior Interventionist will provide resources to staff members to help implement restorative practices.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals, PBIS Leadership Team and Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 be at least 96.6%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will recognize the staff who has perfect attendance every 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will be at least 96.6%.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will continue to attend and implement professional development in their content area.<br>**Strategy's Expected Result/Impact:** This will result in students engaged in high yield strategies for good first instruction.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Holmsley will have a committee to help enhance the social media that we already put out.<br>**Strategy's Expected Result/Impact:** We will improve Social Media Presence to 95%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Holmsley will have an official Facebook page along with the remainder of the major social media avenues.<br>**Strategy's Expected Result/Impact:** We will improve Social Media Presence to 95%<br>**Staff Responsible for Monitoring:** Principal and Social Media committee |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will partner up with other schools to have more community events.<br>**Strategy's Expected Result/Impact:** Increase Parent and Community Engagement to 95%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Develop a strong mentoring program and have more community members come and volunteer.<br>**Strategy's Expected Result/Impact:** Increase Parent and Community Engagement to 95%<br>**Staff Responsible for Monitoring:** Principal and Counselor |

# Cypress-Fairbanks Independent School District

# Hoover Elementary School

# 2025-2026

# 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:** MAP RLA, Math, and Science

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Building on our strong culture, collaboration, and commitment to targeted support, we will continue to grow by increasing instructional rigor and differentiation. Through planning, master teacher walks and shared best practices, we will design learning experiences that challenge all students to think deeply and achieve at high levels. By knowing our students well and working together as a team, we will provide the right support and stretch for every learner--ensuring that all children are seen, heard, and pushed toward their full potential.<br><br>Strategy: Clearly define rigor and differentiation for the campus and provide visual representations for teachers to build from throughout the year.<br>**Strategy's Expected Result/Impact:** When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Building on our strong culture, collaboration, and commitment to targeted support, we will continue to grow by increasing instructional rigor and differentiation. Through planning, master teacher walks and shared best practices, we will design learning experiences that challenge all students to think deeply and achieve at high levels. By knowing our students well and working together as a team, we will provide the right support and stretch for every learner--ensuring that all children are seen, heard, and pushed toward their full potential.<br><br>Strategy: Utilize master teacher walks to provide specific feedback on the targeted areas. We will also utilize master teacher data to move teachers through the various tiers.<br>**Strategy's Expected Result/Impact:** Master teacher walks provide targeted, high-quality feedback that's grounded in instructional expertise. Teachers receive actionable insights on specific areas like rigor, differentiation, engagement, or formative assessment--leading to faster, more focused growth.<br>**Staff Responsible for Monitoring:** Campus Administration |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Building on our strong culture, collaboration, and commitment to targeted support, we will continue to grow by increasing instructional rigor and differentiation. Through intentional planning, master teacher walks and shared best practices, we will design learning experiences that challenge all students to think deeply and achieve at high levels. By knowing our students well and working together as a team, we will provide the right support and stretch for every learner--ensuring that all children are seen, heard, and pushed toward their full potential.

Strategy: Focus on monitoring notebooks and using data to drive instruction with more fidelity.

**Strategy's Expected Result/Impact:** When teachers use data with fidelity (MAP scores, formative assessments, notebook evidence), instruction becomes targeted and intentional.
Lessons are tailored to student needs, accelerating growth for struggling learners and pushing high performers further.

**Staff Responsible for Monitoring:** Campus Administration

**Strategy 4 Details**

**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 and PE Coach

**Strategy 5 Details**

**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: House Teams, Bringing Out the Best, Growth Mindset, Makerspace, PE, Art, Music, and ABL, enrichment lessons/activities, grade-level partnerships, author visits, field trips, and special presentations.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Campus Administration

**Strategy 6 Details**

**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.

**Staff Responsible for Monitoring:** Principal and Administration

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Hero High Five Lunches

**Strategy's Expected Result/Impact:** Students will be encouraged to grow academically to receive academic growth recognition.

**Staff Responsible for Monitoring:** Principal

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Positive Behavior Referrals and PBIS Incentives<br>**Strategy's Expected Result/Impact:** Students will choose to make good choices to receive recognition and be able to purchase incentives utilizing campus cash. This will impact learning because behavior is on target.<br>**Staff Responsible for Monitoring:** Campus Administration |

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 |
| --- |
| **Strategy 1:** Teachers will utilize data from their monitoring notebooks to differentiate and drive instruction.<br>**Strategy's Expected Result/Impact:** Data-Driven Instruction (DDI), will move teaching away from a one-size-fits-all approach to one where decisions about content, pace, and support are constantly adjusted based on evidence of student learning.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will analyze and apply actionable feedback from regular walkthroughs to make timely, data-informed adjustments to their teaching practices.<br>**Strategy's Expected Result/Impact:** Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will participate in campus conversations and professional development, defining rigor and differentiation and what it looks like, sounds like, and is on our campus.<br>**Strategy's Expected Result/Impact:** When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments.<br>**Staff Responsible for Monitoring:** Campus Administration |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will utilize data from their monitoring notebooks to differentiate and drive instruction.<br>**Strategy's Expected Result/Impact:** Data-Driven Instruction (DDI), will move teaching away from a one-size-fits-all approach to one where decisions about content, pace, and support are constantly adjusted based on evidence of student learning.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will analyze and apply actionable feedback from regular walkthroughs to make timely, data-informed adjustments to their teaching practices.<br>**Strategy's Expected Result/Impact:** Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will participate in campus conversations and professional development, defining rigor and differentiation and what it looks like, sounds like, and is on our campus.<br>**Strategy's Expected Result/Impact:** When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments.<br>**Staff Responsible for Monitoring:** Campus Administration |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will utilize data from their monitoring notebooks to differentiate and drive instruction.<br>**Strategy's Expected Result/Impact:** Data-Driven Instruction (DDI), will move teaching away from a one-size-fits-all approach to one where decisions about content, pace, and support are constantly adjusted based on evidence of student learning.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will analyze and apply actionable feedback from regular walkthroughs to make timely, data-informed adjustments to their teaching practices.<br>**Strategy's Expected Result/Impact:** Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will participate in campus conversations and professional development, defining rigor and differentiation and what it looks like, sounds like, and is on our campus.<br>**Strategy's Expected Result/Impact:** When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments.<br>**Staff Responsible for Monitoring:** Campus Administration |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Campus EOP Representative |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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. Using Bringing Out the Best SEL curriculum we will teach students the social and emotional skills needed to be successful at school.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** BI's, BOTB coordinator, and administration |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day.<br>**Strategy's Expected Result/Impact:** Increase staff attendance.<br>**Staff Responsible for Monitoring:** Administration and Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Teacher/Paraprofessional Attendance: Create fun competitions/incentives to encourage attendance and hold one another accountable - build the team.<br>**Strategy's Expected Result/Impact:** Increase staff attendance<br>**Staff Responsible for Monitoring:** Campus administration |

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, 95% 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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Social-Emotional, PBIS training, Growth Mindset, HMH, Capturing Kids Hearts, Restorative Circles, ABL. PD plan will be developed and implemented with data gathered from Master Teacher walk-throughs.<br>**Strategy's Expected Result/Impact:** Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps.<br>**Staff Responsible for Monitoring:** Principal and AP's |
| **Strategy 2 Details** |
| **Strategy 2:** High Quality Professional Development: Provide incentives to build buy-in for staff to attend and implement professional development into their instruction with fidelity.<br>**Strategy's Expected Result/Impact:** Meet or exceed targets on attached data tables<br>**Staff Responsible for Monitoring:** Administration |
| **Strategy 3 Details** |
| **Strategy 3:** High-Quality Professional Development: All teaching staff will participate in 6-week coaching cycles utilizing the SIBME platform.<br>**Strategy's Expected Result/Impact:** Increased teacher awareness, self-reflection, and professional growth.<br>**Staff Responsible for Monitoring:** Instructional Leadership team |
| **Strategy 4 Details** |
| **Strategy 4:** High-Quality Professional Development: All teaching staff will receive training on rigor and differentiation throughout the year to clearly define on our campus.<br>**Strategy's Expected Result/Impact:** Students will experience more engaging, challenging, and appropriately tailored instruction that meets diverse learning needs, resulting in higher academic achievement, increased critical thinking, and greater student ownership of learning.<br>**Staff Responsible for Monitoring:** Campus Administration |

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 opportunities will increase by 5%

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence:<br>**Strategy's Expected Result/Impact:** A stronger social media presence builds trust and transparency with families, keeps parents informed and engaged, and celebrates student success. This increased connection encourages family participation in school activities, reinforces learning at home, and fosters a positive school culture that supports higher student achievement.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Parent and Community Engagement: Parent Attendance at Events<br>**Strategy's Expected Result/Impact:** Students will demonstrate higher academic achievement, improved attendance, and stronger social-emotional skills because families and the community are actively engaged as partners in the learning process.<br>**Staff Responsible for Monitoring:** Campus Administration |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Parent Volunteer Opportunities<br>**Strategy's Expected Result/Impact:** When parents volunteer, students see a stronger connection between home and school, which fosters higher motivation, an increased sense of belonging, and stronger academic outcomes. Volunteer support also expands instructional capacity by providing additional help for enrichment, small group learning, and schoolwide initiatives.<br>**Staff Responsible for Monitoring:** Campus Administration |

# Cypress-Fairbanks Independent School District

# Horne Elementary School

# 2025-2026



# Goals

**Revised/Approved: November 13, 2025**

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 |
|---|
| **Strategy 1:** Instructional Focus: Teaching staff will improve student performance in RLA by strengthening Tier 1 instruction through differentiated small-group instruction and explicit literacy routines. Teachers will use vertically aligned lessons and scaffolded instruction that emphasize decoding, comprehension, vocabulary development, and written response to reading.<br><br>Strategy:<br>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the Reading/Writing goals through We Climb, SIBME video coaching, and CF-TESS. The formats teachers will use include, long-range data-driven planning; ECR Tracking Binders; Monitoring Notebooks; differentiated small-group instruction during Closing the Gap; IXL Reading/Writing; and data-driven reteach cycles informed by DPM results.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math Instructional Focus: Teaching staff will improve student performance by strengthening student-centered instruction through differentiated small groups and concurrent small group instruction. We will use vertical alignment, scaffolded instruction, real-world connections, differentiation, kinesthetic experiences and supports to increase student engagement and academic achievement during first instruction.<br><br>Strategy: The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals through We Climb, SIBME video coaching, and CF-TESS.. The formats teachers will use include but are not limited to, critical writing, Quantum Learning strategies, Get Your Teach On, ST Math, IXL, Think Tanks.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening the implementation of best teaching practices to build relevant cross-curricular, real-word connections and Teachers will use purposeful, hands-on experiences, authentic literature, HMH resources, and visuals to bridge and extend the 3D experiences to 2D to foster higher academic discourse, critical writing, problem-solving, knowledge of academic vocabulary and student engagement. Teachers will also create purposeful first instruction lessons utilizing the science lab and the garden. Second and third grade classes will participate in garden lessons .The teachers will use Edu SMART, Science Camps, After School Tutoring, STEAM Activities, Science Bowls, and Science Fairs to support student learning.

Strategy:The instructional leadership team will complete classroom observations and specific feedback and instructional coaching on implementing the science goals.The formats for feedback will include but are not limited to, critical writing, We Climb Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist will be responsible for monitoring these expectations.

**Strategy 4 Details**

**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:** Physical education teachers, School Nurse

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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 Counselor, 2 paraprofessionals, and 6 teachers (4 English, 2 Math) will assist with helping students and reducing class size in our highest areas of need.
* Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests.
* Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.
* 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.
* Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support.
* Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Securly.
* Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.
* Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Meet the Rams, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Building more relevance into the lessons by connecting learning to real-world concepts. We will connect lessons to be more relevant to our students' lives, interests or future goals.

**Strategy's Expected Result/Impact:** Increased learning using real world concepts.

**Staff Responsible for Monitoring:** All teachers in grades 3-5, Assistant Principals, Instructional Specialists

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Creating a competitive and supportive environment using the "Game On" competition with the two Assistant Principals leading the charge as coaches for each team. Teams will consist of teachers and students competing to earn points for daily, weekly and monthly activities and showing improvement with actions.

**Strategy's Expected Result/Impact:** The "Game On" competition will create an environment that will engage all students and staff with rewards for their teams.

**Staff Responsible for Monitoring:** The Principal and select members from the leadership team

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Campus Safety: The campus will implement PBIS and Red Ribbon Week<br>**Strategy's Expected Result/Impact:** Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee. |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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:** Attendance Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be under 1%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional. |
| **Strategy 2 Details** |
| **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. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionists |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Mental Health Supports: Mentoring Mondays - all staff members will select a student from our at-risk list to mentor for the year. Our counselors provide activities and goal setting sheets for the staff to meet with their mentees every progress report and report card marking. We also meet with our mentees whenever we can throughout the year. The students look forward to meeting on Mentoring Monday because we have meaningful conversations with them while we complete the goal setting sheet and the activity.<br>**Strategy's Expected Result/Impact:** We will increase the attendance rate for each grading period, as well as improve report card grades each grading period.<br>**Staff Responsible for Monitoring:** Principal |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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

**Performance Objective 2:** Ensure that Teachers receive 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. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.<br>**Strategy's Expected Result/Impact:** All staff will strengthen their individual skill set and reduce individual areas of professional weakness.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Technology Coach. |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Create more opportunities for student and staff activities to be posted on as many social media outlets as possible.<br>**Strategy's Expected Result/Impact:** Highlighting the great events and activities to draw in more interest in our campus.<br>**Staff Responsible for Monitoring:** Leadership |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Our staff will post to a social media site and tag the district at least once a week.<br>**Strategy's Expected Result/Impact:** Posting at least once a week helps improve parent and family engagement by keeping families informed, building community, removing barriers to communication, highlighting involvement opportunities, and strengthening trust. This consistent and accessible outreach encourages more families to participate actively in their child's education and school.<br>**Staff Responsible for Monitoring:** Leadership team |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will communicate more frequently and provide more advanced notice of events.<br>**Strategy's Expected Result/Impact:** This strategy will improve parent and family engagement by allowing families to plan to attend our events. This will also build trust, encourage collaboration and show that family involvement is encouraged.<br>**Staff Responsible for Monitoring:** Leadership, teachers |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: The Parent Involvement liaison will assist Leadership with ways to welcome parents and the surrounding community on campus for academic engagement activities in RLA, Math, Science and technology.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Parent Involvement liaison, Leadership |

# Cypress-Fairbanks Independent School District

# Jowell Elementary School

# 2025-2026

**Accountability Rating: C**

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Improve student discourse in Tier 1 instruction and increase differentiation in Tier 2 instruction through structured small group intervention (Filling the Gap) during the instructional day.<br><br>Strategy: Students will be provided with increased opportunities to participate in discourse and confer with teachers to improve the quality of student responses during student discourse.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Improve student discourse in Tier 1 instruction and increase differentiation in Tier 2 instruction through structured small group intervention (Filling the Gap) during the instructional day.<br><br>Strategy: Focus content planning on building capacity of teachers to pre-teach or re-teach content during the instructional day (Filling the Gap) and provide teachers smaller sets of student data to develop differentiated lessons.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: Improve student discourse in Tier 1 instruction and increase differentiation in Tier 2 instruction through structured small group intervention (Filling the Gap) during the instructional day.<br><br>Strategy: The principal will individually meet with the math and reading instructional specialists once a week to plan for the following week's content planning to ensure that there is a structure in planning to allow teachers to discuss Tier 1 student discourse and Tier 2 differentiation.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **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: Animal Helpers, Jaguar Leader, News Crew, Jowell Ambassadors, Student Reporters, Gifted and Talented programming, Run Club, Jazzy Jags, and the Jowell Baseball Team.<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal |

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - A testing coordinator will help ensure correct testing accommodations are provided for students who take STAAR, TELPAS, STAAR-Alt 2 and TELPAS Alt 2. A behavior coach will work with teachers to build skills with classroom management and will work with students to develop conflict resolution skills.

2. Substitute Pay: Staff Development - We will pay for substitutes to cover classes when teachers meet with administrators to study student achievement data or when they attend a staff development session during the school day.

3. Extra Duty Pay - We will pay for teachers to provide tutoring to striving students and/or collaborate after school to adjust lesson plans/select materials/develop curriculum camps based on the instructional needs of our students.

4. Temporary Workers - We will pay for skilled tutors to come in during the school day to work with striving students in the areas of reading and/or math.

5. Consultants - We will pay for a math consultant and a reading consultant to offer professional development sessions in the summer to help teachers build skills in their content areas. We will also pay for the math consultant to visit campus during the school year to continue to coach teachers.

6. Instructional Supplies - We will use this money to purchase instructional supplies for the campus, such as but not limited to copy paper, toner, ink, supplemental intervention resources, and student folders for classrooms.

7. Supplies for Parent and Family Engagement - We will use this money to partially fund a subscription to IXL Math, which helps parents know how to help their student with math at home. Part of the Family and Parent Engagement Policy ensures that parents will help students at home with academic work, and IXL Math gives parents a tool for math assistance.

8. Buses - We will use this money to take students on field trips to further enrich their curriculum experiences on campus.

9. Snacks for Parent and Family Engagement - We will use this money to provide snacks during parent meetings, family nights, volunteer orientation, and Title I family meetings.

10. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and needs.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: increase student discourse during instruction.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Principal

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: implement student reporters.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Principal

**Strategy 9 Details**

**Strategy 9:** Evidence-based school improvement strategy: All students who receive services through Special Education will receive TEKS-based instruction. the special education coordinators and coaches will train general education teachers in the areas of accommodations, supplemental aids, and how to best use in class support paraprofessionals.

Campus monitoring plan: Teachers of students in resource will attend general education planning with the content they teach.

District monitoring plan: Jowell is a CFISD Monitor school. Additionally, the district special education department will reassess the needs of the campus and provide support indicated by data.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: The schedule of the resource teachers will be updated to reflect their attendance at general education content planning sessions.

District reallocation of resources to support the strategy: One full day sub for five teachers to participate in training from the special education coordinators/coaches; special education coordinator, coaches, and assistant director of special education programming meet with campus to review the PLAAFP, IEP goals, and services provided in resource and/or in class support.

**Strategy's Expected Result/Impact:** Special education student (current) performance goals
Reading Meets or Higher: 26%
Math Meets or Higher: 29%
Reading Growth: 50%
Student Success (Domain I Component Score): 23 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Content planning sessions in 3rd grade will focus on skills that teachers should reteach and skills that need to be pre-taught for upcoming lessons in small group during the instructional day.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, RLA Instructional Specialist |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Reading, Math and Science teachers will reteach unmastered content or pre-teach skills for upcoming content in small group during the instructional day.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs |

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 |
| --- |
| **Strategy 1:** Campus Safety: Safety procedures from EOP will be reviewed two times per school year.<br>**Strategy's Expected Result/Impact:** Increased knowledge and awareness of procedures.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Counselors provide guidance lessons to teach coping skills and emotional regulation including check-ins for students needing extra support, support students in the use of Tipline, and WHO lessons.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Counselors/APs/Principals |
| **Strategy 2 Details** |
| **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. We will utilize PBIS rewards to communicate with parents and students regarding behavior.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** AP/BC/Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 to 95%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .1%.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Staff will be recognized on the first day of the instructional month when everyone is at school.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .1%.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff development will be provided by staff members based on needs as determined by walk-throughs, fly by's, goal setting, and planning discussions.<br>**Strategy's Expected Result/Impact:** Teachers will gain more knowledge to improve instruction impacting student progress.<br><br>LT will increase the coaching and support of teachers resulting in improved instruction.<br>**Staff Responsible for Monitoring:** Principal |

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 engagement will increase by 5%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: develop a reasonable plan to post from social media at least a once a week<br>**Strategy's Expected Result/Impact:** By the end of the current school year, parent engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Use Jowell/Hoover branded communication on social media when appropriate.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, parent engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: teach parents how to help their child at home (publication and communication via Jowell and Hoover).<br>**Strategy's Expected Result/Impact:** By the end of the current school year, parent engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: align parent/community engagement with Jowell and Hoover.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, parent engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Keith Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Improve the effectiveness of collaborative planning<br><br>Strategy: Instructional Specialists will collaborate with teachers to set norms and goals for planning time. Principal and Assistant Principal will create a weekly schedule for participating in collaborative planning, and the instructional team will debrief regularly regarding progress.<br>**Strategy's Expected Result/Impact:** Improved quality of first instruction.<br>**Staff Responsible for Monitoring:** Principal/ Assistant Principal/ Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Improve campus-wide student tracking<br>Strategy: The instructional team will revise the campus-wide student tracking process to ensure appropriate interventions are being provided and interventionist time is consistently being used effectively.<br>**Strategy's Expected Result/Impact:** Students will be tracked individually to ensure interventions are provided in a timely manner.<br>**Staff Responsible for Monitoring:** Principal/ Assistant Principal/ Instructional Specialist/ Testing Coordinator |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: We will help students build deep, conceptual understanding of math concepts.<br><br>Strategy: All students will complete 30-60 minutes per week within the STMath program.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Math Instructional Specialist |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will add the Name that Book program at Keith.<br>**Strategy's Expected Result/Impact:** Students will have an additional opportunity for engagement and read more books.<br>**Staff Responsible for Monitoring:** Principal, Librarian, Name that Book Sponsor |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: We will better advertise our existing extracurricular activities and increase our available spots for participation.<br>**Strategy's Expected Result/Impact:** More students will participate in extracurricular activities.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** ELAR Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Math Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will track student progress using a Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: We will help students build deep, conceptual understanding of math concepts.<br><br>Strategy: All students will complete 30-60 minutes per week within the STMath program.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Math Instructional Specialist |

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 |
| --- |
| **Strategy 1:** Campus Safety: Keith Elementary staff will implement Positive Behavior Interventions and Support (PBIS) through classroom lessons and daily staff-student interactions. PBIS rubrics will be posted in all TFI locations.<br>**Strategy's Expected Result/Impact:** TFI report will reflect that Keith earned all available rubric points.<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, PBIS team, and Principal |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary |

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Frequent communication will be included in the campus newsletter and other formats in order to raise parent awareness of the importance of student daily attendance.<br>**Strategy's Expected Result/Impact:** Student attendance rate will meet or exceed 96%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** Student attendance rate will meet or exceed 96%<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis.<br>**Strategy's Expected Result/Impact:** Violent incidents will be at 0%.<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Behavior Interventionist, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will build relationships and use restorative discipline strategies to help students contribute to the positive classroom/school environment.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff members will be recognized for exemplary attendance every nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, AP Secretary, Campus Secretary |

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

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

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Professional development opportunities at Keith for the current school year will be individualized based on teacher needs. Increased opportunities for feedback will be an area of focus.<br>**Strategy's Expected Result/Impact:** Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" that various forms of feedback are given to help improve their performance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Staff Development liaison |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will increase our use of social media to display academic content and focus on learning in the classrooms.<br>**Strategy's Expected Result/Impact:** Parents will have a better understanding of what is happening inside of the classrooms.<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will increase our use of social media to display our volunteers on campus.<br>**Strategy's Expected Result/Impact:** Parents and the community will see all of the different ways they can participate at our school.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will increase and better advertise opportunities for parents to volunteer during the day and outside of school hours.<br>**Strategy's Expected Result/Impact:** We will increase our volunteer base.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will use shorter SMS messages in our communications to parents. When needed, we will direct them to longer emails for the details.<br>**Strategy's Expected Result/Impact:** Parents will be able to get the necessary information without reading a long email.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Kirk Elementary School

# 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: We will implement a protocol for lesson internalization that will support tier one and tier two instruction.<br><br>Strategy:Teachers will implement a lesson internalization protocol for our high focus TEKS that includes lesson annotation, completed exemplars and planning for misconceptions<br>**Strategy's Expected Result/Impact:** Students will experience increased access to grade-level learning, stronger engagement, and improved mastery of the TEKS. Additionally, targeted Tier Two support will become more precise and effective, resulting in measurable gains in student achievement and growth.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: We will implement a protocol for lesson internalization that will support tier one and tier two instruction.<br><br>Strategy:The instructional leadership team will consistently give aligned, strategic and effective feedback to teachers on lesson implementation.<br>**Strategy's Expected Result/Impact:** Instructional practices across the campus will become more consistent and effective, leading to increased student engagement, higher levels of academic rigor, and improved student achievement outcomes.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: We will implement a protocol for lesson internalization that will support tier one and tier two instruction.<br><br>Strategy: Teachers will utilize a data tracking system to track student acheivement during re-teach in order to determine the effectiveness of tier two instruction.<br>**Strategy's Expected Result/Impact:** This will lead to more targeted and effective Tier Two interventions, resulting in improved student mastery of prioritized TEKS, closing of learning gaps, and measurable growth for students receiving additional support.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: Students will have the opportunity to engage in areas of interest that connect to the TEKS during large group classes. In addition, they can participate in choir, art club, and explore leadership roles within the classroom and across the campus. Students may also join Name That Book, and those in the Gifted and Talented program will have the opportunity to take part in DaVinci Day and Horizons Showcase events.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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:** With Title one support, Kirk will implement the following measures.

1. Salaries for class size reduction teacher in second grade and fifth grade.
2. Substitute pay for staff to attend long term planning sessions and staff development in order to improve tier one instruction.
3. Extra duty pay for tutoring and staff development in order to improve tier one instruction.
4. Temporary workers to provide math and reading intervention to assist students in meeting targets listed in CIP.
5. Supplies for teachers and students to assist in meeting learning targets.

**Staff Responsible for Monitoring:** Principal, Title one coordinator.

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We hold tutoring for third, fourth and fifth graders, 2 days a week after school Sep - April.

**Strategy's Expected Result/Impact:** This will strengthen Tier Two interventions, increase mastery of grade-level TEKS, and support improved student achievement and engagement on district and state assessments.

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We will implement a choir program for our 2-5 grade students. We will have art club for our 5th grade students.

**Strategy's Expected Result/Impact:** This will provide opportunities for creative expression, collaboration, and performance, contributing to student engagement and a positive school culture.

**Staff Responsible for Monitoring:** Principal, Assistant Principals

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 |
| --- |
| **Strategy 1:** Teachers will be provided time for regular analysis of MAP and MClass data to identify student strengths and learning gaps.<br>**Strategy's Expected Result/Impact:** This will lead to more targeted instruction, informed intervention decisions, and improved student growth, ultimately increasing the percentage of students meeting or exceeding their RIT scores and demonstrating measurable academic progress.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will be provided time for regular progress monitoring using AMIRA to track student performance and growth.<br>**Strategy's Expected Result/Impact:** This will enable targeted instruction and timely interventions, leading to increased student mastery of reading skills, higher percentages of students meeting the 50% AMIRA benchmark, and overall improved reading achievement across the campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Princpals and Instructional Coaches |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will be provided time for regular progress monitoring using AMIRA to track student performance and growth.<br>**Strategy's Expected Result/Impact:** This will enable targeted instruction and timely interventions, leading to increased student mastery of reading skills, higher percentages of students meeting the 50% AMIRA benchmark, and overall improved reading achievement across the campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Princpals and Instructional Coaches |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will be provided time for regular analysis of MAP data to identify student strengths and learning gaps.<br>**Strategy's Expected Result/Impact:** This will lead to more targeted instruction, informed intervention decisions, and improved student growth, ultimately increasing the percentage of students meeting or exceeding their RIT scores and demonstrating measurable academic progress.<br>**Staff Responsible for Monitoring:** Principal, Assistant Princpals and Instructional Coaches |

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 |
| --- |
| **Strategy 1:** Campus Safety: The campus will implement the district policies for safety and participate in all required drills as well as safety actions. The campus will implement the district character education lessons, with PBIS to support the safety of the staff and students.<br>**Strategy's Expected Result/Impact:** Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. The campus will purchase additional radios to ensure each member involved in the safety drills is able to communicate.<br>**Staff Responsible for Monitoring:** Front desk, Behavior Interventionist, Counselor, Assistant Principals, Principal |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of EOP safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal, Behavior Interventionist, Counselor, Assistant Principals |
| **Strategy 2 Details** |
| **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. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/ Paraprofessional Attendance: The campus will share the campus data for each month's attendance for staff for awareness. We will recognize staff efforts and provide continual encouragement to help ease the stress that can cause absences.<br>**Strategy's Expected Result/Impact:** Teacher/ paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Implement our Kirk Can Culture plan in order to increase staff retention and attendance.<br>**Strategy's Expected Result/Impact:** Staff retention and attendance will increase. |

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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: As a leadership team we will gather campus wide information in order to have a large bank of items to share with our Kirk community.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: 2. We will create and implement a system for posting one heart warming moment, one student learning moment, one informational post, and one staff highlight moment each month in order to tell the story of Kirk Elementary.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: . We will include "ways to help" in the classroom teachers weekly newsletters.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: 2. We will will continue to provide opportunities for parents to be involved in the classrooms through our mystery reader program, science demos, PTO meetings, Watch Dog dads, and we will have "questions to ask your child about their learning" at the parent lunch tables for them to access while eating with their child.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Lamkin Elementary School

# 2025-2026

**Accountability Rating: B**

**Distinction Designation**
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthen Tier I instruction to include high yield instructional strategies, utilizing different methods to check for student understanding, and monitoring notebooks to track student data on a consistent basis.<br><br>Strategy: During planning sessions, teachers and instructional specialists will intentionally plan for ways to increase student engagement and lesson design to include high yield strategies specified on the WeClimb observation tool.<br>**Strategy's Expected Result/Impact:** Increased student achievement data<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthen Tier I instruction to include high yield instructional strategies, utilizing different methods to check for student understanding, and monitoring notebooks to track student data on a consistent basis.<br><br>Strategy: Ensure that Tier II and III interventions are provided for our most struggling students on a consistent basis.<br>**Strategy's Expected Result/Impact:** Increased student achievement data<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Strengthen Tier I instruction to include high yield instructional strategies, utilizing different methods to check for student understanding, and monitoring notebooks to track student data on a consistent basis.<br><br>Strategy: Consistent student goal setting to increase the % of students reaching the Meets and Masters levels.<br>**Strategy's Expected Result/Impact:** Increased student achievement data<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: student leadership opportunities (principal advisory, CKH student ambassador greeters), choir, art contests

**Strategy's Expected Result/Impact:** Students will have a strong school connection, a sense of belonging, be involved and receive a well rounded education thus increasing academic achievement and reducing discipline struggles.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** (1) Salaries- This year, the following staff members are funded to assist with meeting our students goals, both academic and behavior.

a. 2 full time behavior specialists/ PBIS Coordinators
b. 1 part time content interventionist- primary reading
c. 2 full time instructional paraprofessionals

(2) Supplies, materials, and consumables will support students meeting their goals as specified in the CIP. These include: science experiments, art, PE, music, writing, reading, dramatic play and math. Supplies will include manipulatives, equipment, and materials to support learning.

(3) Teacher Extra Duty Pay-
After school tutoring and/or Saturday learning opportunities will allow for additional instruction for students and to help students move from DNM to approaches and approaches to meets/masters as measured on STAAR and benchmarks.

(4) PAFE- We will increase parent involvement throughout the year with events like Open House, Books and Beyond, Safari Night, Game Night and Multicultural Night. These events will help meet our goal of increased parent involvement. Expenditures will include snacks, books, learning materials, games, supplies, etc.

(6) Snacks will be provided for after school tutoring to help students stay engaged in the learning.

(7) Staff professional development for paras, teachers and admin from Jenny Severson. Para training will include ways to engage learners when working with a small group. Teacher training will include top 10 QL strategies to implement in class. The Leadership team training is reviewing principles from chapter 2 and 3 from the CLIMB book.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Secretary, Instructional Specialists

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Students will be encouraged to attend evening events at school that will include activities such as: art, physical activity, music performances, hands-on learning, and science demonstrations.

**Strategy's Expected Result/Impact:** Increased interest in learning and interactive opportunities.

**Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Students will be encouraged to attend a new event this year- multicultural night. Students will be assigned membership to a kid crew to help with tasks around school and in the classroom.<br>**Strategy's Expected Result/Impact:** Students will showcase their cultural heritage and learn about other cultures. The participation in a kid crew will increase student responsibility and school pride and connectedness.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal. |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialist and Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialist and Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: All Lamkin staff were trained on safety protocols in August PD and throughout the school year. All Lamkin staff and students will work to develop strong relationships with each other and our community through the implementation of PBIS, Counselor Talks, Capturing Kids Hearts and BOTB lessons.<br>**Strategy's Expected Result/Impact:** Students will be safe at school and feel secure to seek assistance from a trusted adult in times of need.<br>**Staff Responsible for Monitoring:** Counselors, Lamkin Leadership Team |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br><br>Lamkin will:<br>- recognize weekly the grade levels with 95% attendance on the announcements and add a visual to the bulletin board that is tracking. The grade level with the most weeks at 95%+ at the end of the 9 week time frame will earn a grade level experience or prize.<br>- track parent contact through a recording keeping document.<br>-announce HR classes with 100% daily attendance each day on the announcements. When a homeroom class has 10 days of perfect attendance, they will earn an incentive for the class. This will repeat throughout the year with increments of 10 days.<br>-implement a systematic plan in place for reaching out to parents of students with poor attendance and tracking the communication.<br>- communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance and compulsory attendance elements.<br>-recognize students at the end of a marking period for good attendance through a certificate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Assistant Principal, Counselors and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>- recognize weekly the grade levels that had 95% ADA the prior week on the announcements<br>-systematic plan in place for reaching out to parents of students with poor attendance<br>- communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance<br>-recognize students at the end of a marking period for good attendance at Roar and Soar Pep Rallies<br>- utilize attendance contracts and provide missed work to be completed- "Attendance Packets"<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principal, Counselors and Principal |

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 |
| --- |
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The PBIS/CKH teams will provide PD to all campus staff with strategies to prevent violence in the classroom and in less restricted areas. Lessons will also be taught in the classrooms by counselors.<br><br>Topics will include:<br>-character traits from BOTB and CKH (ex: self direct, respect, empathy)<br>-how to be a good friend<br>-violence prevention<br>-de-escalation and controlling anger<br>-anti-bullying strategies and how to just say no and stand up for the bystander<br>-see something/say something<br>**Strategy's Expected Result/Impact:** Violent Incidents will remain at 0%<br>**Staff Responsible for Monitoring:** Behavior Specialists, Assistant Principals, Principal, Counselors |

**Strategy 2 Details**

**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.

Lamkin will implement a variety of strategies and programs to support a safe environment.

- Staff will have PD sessions to better understand the cultural, economic, emotional, and social differences between students and better relate to behavioral challenges through restorative discipline, CKH and PBIS practices.
- Students, staff, and community will be aware of the Cy-Fair Tipline and understand how to use it.
- Code of Conduct talks are held within the first 2 weeks of school and again in the spring semester.
- Use of reset room, lunch bunch groups, ABL room
- Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc.
- Conduct bi-monthly meetings with admin and BSs to target needs, conduct data review referral practices and numbers.
- Guidance lessons (led by counselors)
- Positive opportunities for students- earning/spending SPOTS
- Earning a self manager badge
- Contract check in/out
- PBIS Committee created weekly lessons taught on Tuesdays
- Car rider and bus rider rewards for positive behavior
- Each 9 weeks, have a Roar and Soar Rally to acknowledge students
- Developing a Lamkin specific contract
- Increase parent communication and presence on campus

**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.

**Staff Responsible for Monitoring:** Behavior Specialists, Assistant Principals, Counselors, Principal

**Strategy 3 Details**

**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

**Strategy 4 Details**

**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)

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teacher/Paraprofessional attendance will increase by 2% through attendance encouragement. Monthly data shared in staff newsletters. Recognition of staff who have 95%+ monthly attendance. Discussion will include the benefits of accumulating days for emergencies.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Secretary, Assistant Principals and Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will have multiple opportunities to participate in targeted and specific professional development in specific areas of campus/classroom need. Campus based opportunities will be provided during August PD week, weekly planning sessions with instructional specialists, content coaches and behavior specialists based on Lamkin specific needs.<br><br>Topics to be included We Climb high yield instructional strategies, small group instruction, technology use, differentiation, using data to drive instruction, and classroom management.<br><br>Lamkin is continuing to utilize the Capturing Kids Hearts program. CFPGS and district level content groups provide multiple opportunities for staff development hours to be earned outside of school hours. These opportunities are encouraged to meet specific needs.<br>**Strategy's Expected Result/Impact:** Teachers will implement campus specific strategies into their daily lesson planning and implementation. Student achievement will increase and a reduction in student behavior that impacts the learning environment and students will occur.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Coaches, Assistant Principals, Counselors and Principal |

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, the level of parent and family engagement will increase by 10%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We are creating a new Facebook account that is connected to Instagram and will post 5 posts a week at a minimum.<br>**Strategy's Expected Result/Impact:** Increased communication allows families to have access to reminders and event details. Families will have a glimpse into what occurs during the school day at Lamkin.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will ensure that social media posts include academic focused events and details.<br>**Strategy's Expected Result/Impact:** Showcasing academic information and celebrations will demonstrate our focus on rigorous learning and keep families engaged in their child's learning.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Create bite size videos that include ways for parents to work with their students at home. These will be shared by teachers and through Lamkin's Remind account.<br>**Strategy's Expected Result/Impact:** The vidoes will help parents understand simple ways to help their child with learning at home. Parents will be able to view at any time that suits their schedule.<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Promote and structure parent readers during the school day.<br>**Strategy's Expected Result/Impact:** Increased parent presence in classrooms and demonstrate to students the home/school connection.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Lee Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Build teacher capacity to analyze and act on student data in order to strengthen Tier 1 instruction and implement targeted small group interventions.<br><br>Strategy: Conduct regular, structured data digs that conclude with clear, measurable goals for individual students and groups.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Build teacher capacity to analyze and act on student data in order to strengthen instruction and implement targeted small group interventions.<br><br>Strategy: Use WeClimb data in coaching conversations and team meetings to identify trends, share best practices, and plan targeted professional development.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness.<br>**Staff Responsible for Monitoring:** Principal, Nurse, Counselors, Physical Education Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** 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: Honor Choir, Debate Club, GT Showcase, Student Council, Field Trips<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Specialists, Teachers |

## Strategy 5 Details

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events.

2. Extra Duty Pay: Staff members will provide extra duty time through after school tutorials, professional development, vertical plannings, and data analysis meetings to best drive instruction and increase student growth.

3. Temporary workers for additional support to increase student academic success and growth.

4. Instructional supplies such as paper, anchor charts, folders, binders, journals, markers, sticky notes, printer ink, etc. for staff and students to utilize for strategies and practices that increase student academic success.

5. Professional development registration, books and/or webinars to increase staff knowledge of curriculum content, student behavior, working with at-risk students, children of poverty, enrichment for a gifted student, working with special needs students, coaching and planning with SIBME, etc.

6. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement.

7. Books, stickers, pens/pencils, and other items to serve as reinforcers for students to increase learning, increase behavior and increase academic success.

8. Class Size Reduction teachers and additional paraprofessional positions to assist in the larger populated classrooms.

9. Snacks provided to students during tutorials and assessments.

10. Technology and resources for classroom instruction to be utilized by teachers and students.

11. Funds for bus transportation for tutorials after school.

12. Funds for bus transportation for field trips to increase real-world experiences that are specifically tied to grade level content TEKS.

13. Funds to provide books for the library.

14. Funds to provide enrichment for students through subject area consultants, as well as author visits to promote literacy.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: Encourage students to participate in campus wide events after school by offering incentives such as recognition during school assemblies and morning announcements, special events, or rewards points redeemable for privileges or items.<br>**Strategy's Expected Result/Impact:** Student Engagement will improve.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors |

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: Offer clubs that appeal to diverse student interests.<br>**Strategy's Expected Result/Impact:** Student Engagement will improve.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will maintain a monitoring notebook to document student progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Provide professional development to support teachers in utilizing data to identify students performing below grade level and provide focused, evidence-based interventions during Tier 2 and Tier 3 instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will use AMIRA a minimum of 30 minutes a week .<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Train teachers to understand how to interpret AMIRA data and use it to guide instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook to document student progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will use AMIRA a minimum of 30 minutes a week .<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Train teachers to understand how to interpret AMIRA data and use it to guide instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook to document student progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will plan high quality instruction that strengthens students' understanding of math TEKS using rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Train teachers on interpreting MAP reports, using data to guide instruction, and implementing research-based interventions effectively.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Use team data meetings to plan differentiated lessons, share effective strategies, and ensure alignment with MAP skill targets.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Provide Tier 2 and Tier 3 support for students not meeting growth expectations, using evidence-based programs and resources.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists, Teachers |

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 |
| --- |
| **Strategy 1:** Campus Safety: The campus will implement the district policies for safety, as well as implement PBIS Rewards, Capturing Kids Hearts, HUGS buddies, Bringing Out the Best, Everyday Speech, guidance lessons, counselor groups, and student mentoring program.<br>**Strategy's Expected Result/Impact:** Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, EOP Representative |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate by forming an attendance committee, contacting parents of students who are absent for more than 2 consecutive days, communicating attendance percentages through campus newsletters, and providing incentives each nine weeks for students whose attendance is 95% or higher.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Committee, Registrar |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Committee |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will continue to implement a variety of strategies and programs to create a safe learning environment for all students including, but not limited to PBIS, Capturing Kids Hearts, Bringing Out the Best, Counseling Lessons, HUGS Buddies, Quantum Learning, Everyday Speech, and specific behavior coaching.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors |

| Strategy 2 Details |
|---|
| **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. The campus will implement a variety of strategies and programs to support a safe environment for all students including, but not limited to PBIS Rewards, HUGS Buddies, Bringing Out the Best, Capturing Kids Hearts, Counseling Lessons, Quantum Learning, Everyday Speech and specific behavior coaching. Students, staff and community will be aware of the Cy-Fair Tip line and understand how to use it.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Coach, Instructional Specialists, Counselors, Teachers, PBIS Team |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in professional development that deepens their understanding of how to work with students with difficult behaviors and classroom management techniques.<br>**Strategy's Expected Result/Impact:** Improved classroom management<br>Less office referrals<br>Better understanding of restorative discipline<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavior Specialist |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with various types of acknowledgement.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Principal Secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: The campus will provide a variety of professional development opportunities that are targeted and specific to the needs of the staff through PLCs. These include, but are not limited to: Curriculum Websites (ie. Schoology, Google Drive, Performance Matters), Technology Training (ie. lightspeed, student devices, promethean panels), MAP Growth, Math Manipulative Use, Behavior Intervention Strategies, Small Group, Book Studies, and others as the need is identified.<br>**Strategy's Expected Result/Impact:** The expectation is that all staff will have opportunities to strengthen their individual skill set and reduce individual areas of professional weakness.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Teachers |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Post weekly highlights from classrooms across grade levels (student learning, collaboration, and innovation) to showcase everyday teaching and learning--not just special events.<br>**Strategy's Expected Result/Impact:** Social Media Presence will improve.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Encourage staff and families to engage in social media posts about campus by sharing photos and tagging the campus in their posts.<br>**Strategy's Expected Result/Impact:** Social Media Presence will improve.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors and Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Host STAAR-focused information nights for parents of students in grades 3-5 to provide strategies for supporting test preparation at home, including vocabulary development, reading comprehension, and math problem-solving skills.<br>**Strategy's Expected Result/Impact:** Parent and Community Engagement will improve.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Provide Spanish interpreters (and/or translators for other languages as needed) at all parent events, including curriculum nights, STAAR nights, and school-wide meetings.<br>**Strategy's Expected Result/Impact:** Parent and Community Engagement will improve.<br>**Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists |

# Cypress-Fairbanks Independent School District

# Lieder Elementary School

# 2025-2026

# Goals

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

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

**Evaluation Data Sources:** STAAR RLA, Math, and Science

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: To close learning gaps in grades K-5.<br><br>Strategy: We will administer vertical alignment assessments in grades K-5 at the beginning, middle, and end of the year to target gaps during intervention time. Data will be reviewed 3 times a year at our CPOC meetings, and interventions will be planned according to the data.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Leadership Team & Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal & P.E. Teacher |
| **Strategy 3 Details** |
| **Strategy 3:** 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:<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist & Counselor |

**Strategy 4 Details**

**Strategy 4:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - We will provide 2.5 class size reduction classes, one in third grade, one in 5th grade, .5 in 4th grade, and a testing coordinator to assist with meeting our student achievement goals in the areas of reading, writing, math and science.

2. Substitute Pay - When the class size reduction teacher is absent, or a teacher is at a professional development training during a contract day, Title 1 funds will cover the cost of the substitute

3. Staff Conference Registrations - We will pay for staff to continue to grow in their leadership and content capacity through professional development training and conferences.

4. Consultants - We provide a consultant from Title 1 funds to continue our growth as a Leader in Me Lighthouse School.

5. Supplies - Title 1 funds will supplement instructional supplies for direct classroom instruction such as paper, markers, anchor charts, and rolling desks to improve proximity in the classrooms, supporting our instructional goals as specified in the CIP.

6. Field Trips - Title 1 funds will provide field trip admissions and bus fees for each of our students to experience learning that supports their grade level TEKS outside of their typical classroom instruction.

7. Extra Duty Pay - We will give teachers & paraprofessionals and extra duty pay to support tutoring and parent & family engagement throughout the year in order to meet or exceed our CIP goals.

8. Snacks - We will provide snacks for after school tutoring and parent and family engagement events.

9. STEAM Instructional materials, such as, but not limited to a 3D printer.

10. Parent & Family Engagement - We will increase our parent and family involvement throughout the year through events like Curriculum Night, Family Game Night, WatchDog Dads, VIPs volunteer opportunities, and extracurricular events such as baseball, football, run club, cheer and soccer. Staff members will communicate information regarding these events through our parent newsletter, Remind 101, social media and other communication efforts.

**Staff Responsible for Monitoring:** Principal & Title 1/Testing Coordinator

**Strategy 5 Details**

**Strategy 5:** Improving Student Engagement: By the end of the 2025-2026 school year, we will provide extracurricular activities, such as cheer, running club, football, soccer, and our Student Lighthouse crew to engage students who typically do not actively participate in school activities by 5%.

**Strategy's Expected Result/Impact:** Increase student engagement in after school activities by 5%.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Club Sponsors & Behavior Specialist

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: By the end of the 2025-2026 school year, we will provide leadership opportunities for every student within the classroom and throughout the school to give them voice and choice in our school community, improving student attendance by 1%.<br>**Strategy's Expected Result/Impact:** We will increase student attendance by 1%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Behavior Specialist & the Campus Attendance Committee |

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

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

**Evaluation Data Sources:** MAP and MClass Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will analyze mClass and MAP data after each assessment to create targeted small groups and instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Leadership Team & Teachers |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Ensure all 1-3 teachers implement the district's literacy framework and phonics program with fidelity through coaching, modeling, and collaborative planning that emphasize foundational reading skills and comprehension<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Leadership Team & Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students who are not at mastery on their AMIRA ARM score, will spend 40-60 minutes on AMIRA each week. Data will be reviewed monthly, and instructional strategies will be adjusted accordingly for targeted small group instruction for these students.<br>**Strategy's Expected Result/Impact:** 75% of all 4th & 5th grade students will be reading at grade level based on their AMIRA ARM score.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist & Teachers |

District Goal 7: 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 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

**Evaluation Data Sources:** MAP Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will use Bloom in Math workbooks with fidelity in grades K-2, discussing it's implementation and effectiveness weekly in planning.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Leadership Team & Teachers |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: We will preteach and reteach drill expectations using daily morning meetings.<br>**Strategy's Expected Result/Impact:** Students will be prepared for drill expectations.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionist & Teachers |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal & Assistant Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will provide a learning environment contusive to learning through research based flexible seating arrangements in common areas throughout the building.<br>**Strategy's Expected Result/Impact:** Our discipline referrals will be reduced by 2%.<br>**Staff Responsible for Monitoring:** Principal & Librarian |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance system that celebrates our attendance weekly to celebrate incremental growth toward a 95% overall attendance rate through our schoolwide Wildly Important Goal by monitoring weekly monitoring & celebrating growth towards our goal.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), tardies and students chronically leaving early from school.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals & Attendance Committee |

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 |
|---|
| **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. We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom and in small groups, as well as providing guidance lessons monthly with the counselors in each classroom.<br>**Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0%.<br>**Staff Responsible for Monitoring:** Counselors, Teachers |
| **Strategy 2 Details** |
| **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. We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab, use of flexible furniture and seating arrangements, and with PBIS strategies and celebrations.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal, Principal Secretary |

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 self-identified goals and administrative feedback.

**Evaluation Data Sources:** Classroom implementation of professional learning
WeClimb classroom observations
Sibme video reflections and reports
Walk-throughs
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: All staff will be trained by attending Conferences, Stephen Covey's 7 Habits, Four Disciplines of Execution and sustaining our Leader in Me Lighthouse school status.<br>**Strategy's Expected Result/Impact:** Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students.<br>**Staff Responsible for Monitoring:** Leader in Me Lighthouse Leadership Team |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: By the end of the 2025-2026 school year, we will post at least one Reel a weekly on Instagram and Facebook to increase exposure for family and community engagement.<br>**Strategy's Expected Result/Impact:** We will increase family and community engagement at evening events by 5%.<br>**Staff Responsible for Monitoring:** Principal, Counselor & Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: By the end of the 2025-2026 school year, will focus on capturing student faces and voices weekly in our social media posts, intentionally highlighting the areas of campus culture, student leadership, and academic success.<br>**Strategy's Expected Result/Impact:** We will increase family and community engagement at evening events by 5%.<br>**Staff Responsible for Monitoring:** Principal, Counselor, Instructional Specialist & Behavior Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: By the end of the 2025-2026 school year, we will provide monthly family engagement opportunities, such as but not limited to family game night, parent-led multicultural night, and elementary football night at Cy-Lakes, to provide multiple opportunities for families to engage in our school community.<br>**Strategy's Expected Result/Impact:** We will increase family and community engagement at evening events by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Specialist, Counselor & Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: By the end of the 2025-2026 school year, we will engage with our community and business partners at every family event throughout the year to ensure strong engagement with the community.<br>**Strategy's Expected Result/Impact:** We will increase our average daily attendance average by 1%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Specialist, Counselor & Instructional Specialists |

# Cypress-Fairbanks Independent School District

# Lowery Elementary School

# 2025-2026

# Goals

**Revised/Approved: September 23, 2025**

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 |
| --- |
| **Strategy 1:** Instructional Focus: We will strengthen Tier 1 instruction through the use of data collection in monitoring notebooks and targeted instruction for all students while focusing on special education, African American and Hispanic.<br><br>Strategy: Staff will utilize monitoring notebooks when planning weekly with instructional coaches, to plan targeted instruction to ensure student growth.<br>**Strategy's Expected Result/Impact:** Students will make incremental growth.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: We will strengthen Tier 1 instruction through the use of data collection in monitoring notebooks and targeted instruction for all students while focusing on special education, African American and Hispanic.<br><br>Strategy: Staff will ensure all student modifications and supports are in place to support LRE and first instruction through planning as documented in lesson plans.<br>**Strategy's Expected Result/Impact:** Students in special education will make growth.<br>**Staff Responsible for Monitoring:** Teachers, Paraprofessionals, Diagnostician, SLPs, Assistant Principals, Principal |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: We will strengthen Tier 1 instruction through the use of data collection in monitoring notebooks and targeted instruction for all students while focusing on special education, African American and Hispanic.

Strategy: Staff will engage in TEKS based data digs with "action items" and follow up conversations to ensure all student groups are growing. Data used will include performance samples such as daily performance, DPMs, Benchmarks, MAP, mClass, IXL, Amira, and Amplify.

**Strategy's Expected Result/Impact:** All students will grow in their academic performance.

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

**Strategy 4 Details**

**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, PE Teacher

**Strategy 5 Details**

**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: GT enrichment, Student Council, 5th grade Choir, Name that Book, Chess Club, Principals' Advisory Committee

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The class-size reduction reading teacher in 5th grade will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. A behavior specialist will provide proactive strategies to increase student time in the classroom and decrease students missing first instruction.

2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

3. Substitutes- When staff funded by Title 1 are absent, Title 1 funds will pay for their substitute.

4. Parent and Family Engagement- Funds will be used to increase parent engagement in events such as special education parent nights, Open Houses and parent conferences.

**Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principals, Teachers

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: We will provide pop up award ceremonies to motivate and celebrate students for effort, achievement, determination, perseverance and conduct.<br>**Strategy's Expected Result/Impact:** Students will grow academically.<br>**Staff Responsible for Monitoring:** All Staff |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Staff will provide enrichment activities for students to feel connected and successful at Lowery, such as GT enrichment activities, student clubs and opportunities for students to demonstrate their learning to their parents at Open House and performances such as choir, musicals, Western Day Showcase, Art shows.<br>**Strategy's Expected Result/Impact:** Student growth and increase in student attendance<br>**Staff Responsible for Monitoring:** All Staff |

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 |
| --- |
| **Strategy 1:** Kindergarten to third grade will implement daily foundational skills with fidelity.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, IS, AP, Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students in grades 1-3 will engage in Amira for 30 minutes weekly.<br>**Strategy's Expected Result/Impact:** Students will grow in their ARM score.<br>**Staff Responsible for Monitoring:** Teachers, IS, AP, Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students in grades 4 and 5 will will engage in AMIRA for 30 minutes weekly.<br>**Strategy's Expected Result/Impact:** Students will grow in their ARM score.<br>**Staff Responsible for Monitoring:** Teachers, IS, AP, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** We will implement the district curriculum with fidelity.<br>**Strategy's Expected Result/Impact:** Student growth on MAP<br>**Staff Responsible for Monitoring:** Teachers, IS, AP, Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: Discuss safety concerns through staff table talks and implement necessary procedural changes learned through practice drills and requested by CFISD to ensure student safety.<br>**Strategy's Expected Result/Impact:** Monitor arrival and dismissal, make and monitor adjustments to student traffic flow, classroom design with Fire Marshal guidelines and monitor and enforce campus visitor policy<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, campus staff |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) such as calling parents after the third consecutive absence, sending home letters, monitoring student absence weekly, providing perfect attendance awards each 9 weeks and implementing additional strategies if our targets are not met. It was suggested that we advertise that attendance equals school funding. It was also suggested we incentivize attendance through a drawing for students.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will teach and reinforce Bringing Out the Best lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on Positive behavior supports and restorative practices and will teach specific coping strategies to students, specifically primary aged students and students new to Lowery, to help regulate behavior when dysregulated and reduce physical aggression toward peers and adults.<br>**Strategy's Expected Result/Impact:** Students will be equipped with proactive coping skills for dysregulation.<br>**Staff Responsible for Monitoring:** Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 24-25 school year, when staff need to be absent, a plan will be provided to continue to provide high quality instruction and supervision 100% of the time.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: All staff will be held accountable for their attendance through open communication, conversations, campus procedures for personal days, evaluations and planning and preparing for absences to provide high quality instruction and supervision 100% of the time. Likewise, staff with perfect attendance will be celebrated at the end of each 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Yearly, teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to collaborate regularly, sharing effective strategies and practices through long range planning and vertical team meetings as well as weekly planning. Staff are also encouraged to provide quick PD at staff seminars, after school and during plannings. Staff are encouraged to attend district PD. Lunch and learns will be hosted by the principal. Input will be collected at least twice during the school year on needed campus specific PD.<br>**Strategy's Expected Result/Impact:** Capturing Kids' Hearts focuses on building strong relationships as well as learning to look at student behavior with the function of behavior lens. The result is a positive school and classroom culture where children feel connected, take academic risks and learn from their mistakes.<br><br>Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture.<br><br>Gather staff input once per semester, at minimum, on campus specific professional development needs.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

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, as measured by an increase from 25-30% attendance to 35-40% attendance in school events.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Lowery will use voice/videos of students and adults to showcase happenings at Lowery as well as "Why We Love Lowery."<br>**Strategy's Expected Result/Impact:** Increase social media following<br>**Staff Responsible for Monitoring:** All Staff |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Improving Social Media Presence: Lowery will highlight student/staff successes, celebrations, instruction and school events to advertise events at Lowery and celebrate Lowery.<br>**Strategy's Expected Result/Impact:** Increased attendance to parent events, fundraising efforts and volunteering opportunities<br>**Staff Responsible for Monitoring:** All staff |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Improving Parent and Community Engagement: Lowery will offer frequent face to face opportunities such as Boo Hoo Breakfast, public PTO meetings, Title 1 Meetings, Parent Conferences, Coffee with the Principal twice a year, increased volunteer opportunities and evening/community events in conjunction with our PTO to break down barriers of the schoolhouse.<br>**Strategy's Expected Result/Impact:** Increased participation in events and volunteering opportunities as well as increased feedback and input<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: Evening events will be informational, conversational and family engagement focused. Grade level informational meetings will be paired with a student showcase of academic skills. Parents will have training to access information through Schoology as well.<br>**Strategy's Expected Result/Impact:** Increased attendance at evening parent events<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# M. Robinson Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: We will strengthen Tier I instruction in ELAR by implementing targeted small-group interventions, intentional differentiation, and standards-aligned instructional strategies.<br><br>Strategy: Teachers and Instructional Specialists will collaborate regularly through weekly planning sessions, long-range planning, and data analysis to develop lessons that are differentiated to meet the diverse needs of students. Teachers will implement daily small-group instruction with fidelity, targeting students' specific instructional needs to support growth at the Approaches, Meets, and Masters levels.<br>**Strategy's Expected Result/Impact:** Increase in STAAR performance in the Approaches, Meets, and Masters levels.<br>**Staff Responsible for Monitoring:** Reading/ELA Instructional Specialists, Assistant Principals, Special Education Teacher, Reading Specialists, and Reading Temporary Workers. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: We will strengthen Tier I instruction in Math by implementing targeted small-group interventions, intentional differentiation, and standards-aligned instructional strategies.<br><br>Strategy: Teachers will utilize small group instruction with purposeful discussions and critical thinking strategies, along with a variety of manipulatives to differentiate daily instruction for students to perform at the Approaches, Meets, and Masters levels.<br>**Strategy's Expected Result/Impact:** Increase in STAAR performance in the Approaches, Meets, and Masters levels.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal, Math Interventionists, and Math Temporary Workers, Fifth-grade class size reduction teacher. |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: We will strengthen Tier I instruction in Science by implementing targeted small-group interventions, intentional differentiation, and standards-aligned instructional strategies.

Strategy: There is a need for additional instruction on vocabulary and explicit reteaching of skills, as well as intentional and purposeful small group and hands-on experiences are needed.

**Strategy's Expected Result/Impact:** Increase in STAAR performance in the Approaches, Meets, and Masters levels.

**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal, Science Interventionist, Science Temporary Worker.

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir Club, Art Club, Enrichment Time, Name that Book, Music Memory, Lionnettes, Spelling Bee, Choral Festival, Student Council, STAR Student, Mighty Lion, Mother Goose, and Ready to Grow Gardens.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Leadership Team

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1 .-Extra Duty Pay for AI camps (tutoring during Teacher Work Day): Teachers will meet with targeted students after school to assist in meeting or exceeding instructional targets.

2.- Academic Camps (after school by invitation): Teachers will meet with targeted students after school to assist in meeting or exceeding instructional targets.

3.- Instructional supplies ( Small Group Supplies) for small group instruction will help in meeting or exceeding instructional targets in all areas.

4.- Salaries: for .5 testing coordinator, two full-time class size reduction in Kindergarten, will assist in meeting or exceeding instructional targets in all content areas.

5.- Paper and ink for flyers to communicate with parents and for tutoring

6.-Contact Services: Ready To Grow Gardens (KG - 5th Grade), Mother Goose (PPCD, PK, and KG) - The Ready to Grow Gardens will provide hands-on learning experiences to support the Science curriculum. Mother Goose will foster the love for reading and will develop vocabulary and reading comprehension.

7- Several Site Licenses: (PBIS and Progress Learning) - Students will utilize different online site licenses to assist with classwork, behavior intervention, and practice at school and at home to help in meeting or exceeding instructional targets.

8.- Parent Involvement-We will increase parent involvement throughout the year with events such as: Curriculum Night, Literacy Night, STEAM Night, Meet the Teacher, and STAAR Night. Students will receive academic materials to practice at home.

9.- Temporary Workers - Several temporary workers will work on reading, math, science, and special education to help students achieve their academic goals.

10.- Library Books -We will increase the book selection in the library for students to develop a stronger interest in reading.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists.

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: M. Robinson will offer before-school Art Club, Choir, Name that Book, Student Council, Mighty Lion, STAR Student, and Announcements' Embassadors.

**Strategy's Expected Result/Impact:** Increase Engagement in School

**Staff Responsible for Monitoring:** Leadership Team

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We will celebrate student success and academic growth during assemblies. Students will receive a certificate, a yard sign, a book from the book vending machine, student's picture display in the main hallway. We will have grade-level competitions to increase attendance and academic growth every 4 weeks.

**Strategy's Expected Result/Impact:** Increase in Student Attendance and Achievement

**Staff Responsible for Monitoring:** Leadership Team

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily, utilizing HMH Structured Literacy Lessons<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists. |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

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

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 |
| --- |
| **Strategy 1:** Campus Safety: M. Robinson will continue to implement PBIS, and Sanford Harmony activities during circle time to create a respectful learning environment. Students will also be trained in the use of Tipline, strategies for dealing with bullying/conflict, and District Code of Conduct through guidance lessons, Project Safety lessons, Ripple Effects, and AP classroom visits. Students and staff will practice crisis drills and monthly fire drills.<br>**Strategy's Expected Result/Impact:** Students and staff members will be able to execute safety drills effectively. Students will be able to demonstrate understanding of safety procedures on campus.<br><br>Students will increase knowledge to deal with difficulties/conflict and awareness of expectations as well as ways to seek assistance for resolution.<br>**Staff Responsible for Monitoring:** Principal, Counselor, Behavior Interventionist, Teachers |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. There is a need for vest to identify administrators conducting the drills.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. At M. Robinson we will use Sanford Harmony during morning meetings, social skills lessons, as well as the counselor providing monthly guided lessons, and the presentation of project safety, and Bringing Out the Best.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist. |
| **Strategy 2 Details** |
| **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. At M. Robinson, we will continue to use restorative discipline strategies along with PBIS to ensure that all students are being successful.<br>If any student receives 3 or more office referrals, a support plan will be put in place.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist, Counselors |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: M. Robinson will recognize perfect attendance every month, rewarding teams with the best attendance every nine weeks with attendance certificates and monthly incentives.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **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, science, and writing.<br>**Strategy's Expected Result/Impact:** Staff will grow in their knowledge of the reading, math, science, and writing processes, instructional implications, and strategies to address gaps in these content areas.<br><br>Professional Development opportunities: Quantum Learning, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content-specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

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 10%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will implement a structured posting schedule (e.g., 3-4 posts per week) that highlights student achievements, classroom activities, and upcoming events.<br>**Strategy's Expected Result/Impact:** Families will feel connected to our school community and will want to volunteer and be a part of our school.<br>**Staff Responsible for Monitoring:** Leadership Team |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will incorporate interactive strategies such as surveys, Q&A sessions, which will create more opportunities for families to engage with the school and feel connected to the campus culture.<br>**Strategy's Expected Result/Impact:** Increased parent engagement in events<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Offer multiple ways for families to connect--such as virtual meetings, bilingual communication, evening events, and family-friendly workshops--so parents can participate at times and in formats that fit their schedules<br>**Strategy's Expected Result/Impact:** Higher Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Leadership Team |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Build Relationships Through Personalized Communication: Use phone calls, text reminders, and positive updates about student progress to create trust and help parents feel welcomed and valued as partners in their child's success.<br>**Strategy's Expected Result/Impact:** Increase parent involvement<br>**Staff Responsible for Monitoring:** Teachers & Leadership Team |

# Cypress-Fairbanks Independent School District

# Matzke Elementary School

# 2025-2026

# 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.

istrict 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 |
|---|
| **Strategy 1:** Instructional Focus: Increase student achievement in Reading; specifically in our African American and 2 or More Races groups.<br><br>Strategy: Teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time each to discuss and model lessons.<br>**Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels<br>**Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs) |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Increase student achievement in Math<br><br>Strategy: We will implement small group instruction with frequent reteaching to fill in the gaps. Teachers will have focused planning time each week to discuss and model lessons.<br>**Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels<br>**Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs) |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Increase student achievement in Science<br><br>Strategy: Teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time each to discuss and model lessons. Teachers will also incorporate Interactive Word Walls in their classrooms for vocabulary development. We will provide hands on opportunities when lesson allows for it.<br>**Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels<br>**Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs) |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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: Two class size reduction teachers will be utilized in 5th grade to reduce the class sizes so that teachers are able to give more individualized instruction to students. This will allow for optimized instruction which will ensure students are making progress. Two Behavior Specialists will provide social-emotional lessons and work to keep students in class as much as possible. An additional paraprofessional in PE will provide support so that students are engaged in active participation and are safe.
Title 1 Salaried Staff Substitute: Allocated for staff who require a sub to continue student learning and minimize class disruptions.

Instructional Supplies: Classroom materials such as paper, sticky notes, pens, dry erase markers, etc will help maintain an ideal learning environment and will allow staff and students to have the instructional materials they need to be successful. We will also purchase
licenses to online learning platforms which help support and enrich our students learning on individual levels, and we will subscribe to reading materials.

Parent and Family Engagement: We will support student achievement through enhanced communications with parents, including via electronic newsletter.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:**
Improving Student Engagement: We will implement two additional programs to offer students as a part after-school engagement. (ie Running Club, Percussion, Social-Emotional Group)

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Administration Team

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We will showcase student engagement opportunities (established and new programs) so that more students will have an opportunity to learn about and be a part of.<br>**Strategy's Expected Result/Impact:** Increased student engagement<br>**Staff Responsible for Monitoring:** Administration Team |

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 |
| --- |
| **Strategy 1:** Teachers will need to implement differentiated, small group instruction for students based on their academic needs.<br>**Strategy's Expected Result/Impact:** Increase in percentage of students who meet their RIT score or show growth<br>**Staff Responsible for Monitoring:** Instructional Leadership Team |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will discuss and implement best practices for AMIRA usage in the classroom.<br>**Strategy's Expected Result/Impact:** Increased percentage of students engaging with AMIRA and achieve mastery.<br>**Staff Responsible for Monitoring:** Instructional Leadership Team |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will discuss and implement best practices for AMIRA usage in the classroom.<br>**Strategy's Expected Result/Impact:** Increased percentage of students engaging with AMIRA and achieve mastery.<br>**Staff Responsible for Monitoring:** Instructional Leadership Team |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: Our Bringing Out the Best Character Education and anti-bullying lessons will be taught monthly and students demonstrating that trait will be recognized. These lessons are in conjunction with our guidance lessons taught by our counselors.<br>**Strategy's Expected Result/Impact:** Decreased number of office referrals and reports of bullying.<br>**Staff Responsible for Monitoring:** Teachers and administrators |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire (monthly 9 total), Evacuate non-fire (Fall 1), Lockdown (Yearly 2), Secure (Yearly 1), Shelter Weather (Yearly 1), and Shelter Hazmat (Yearly 1) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Administration |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use PBIS Lessons and class meetings to teach skills and expectations.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Teachers and Administrators |
| **Strategy 2 Details** |
| **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. Less than 10% of our student population will receive an office referral during the school year with the rate of recurrence for those students receiving and office referral being less than 5%. We will use PBIS Lessons and daily class meetings (Wildcat Welcome) to teach skills and expectations.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers and administration |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 to 98%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will increase by 1%.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Administration |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus Book Studies, WiddyUP and district offered PD.<br>**Strategy's Expected Result/Impact:** Teachers will grow as professionals and increase their craft.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will have at least one post weekly on all 3 sites (FB, IG and X) that focuses on academics.<br>**Strategy's Expected Result/Impact:** Improved awareness of events and progress being made on campus.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will at least one monthly post that specifically focuses on community engagement and/or student recognition.<br>**Strategy's Expected Result/Impact:** Improved awareness of events and progress being made on campus.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Provide ways for parents to be involved other than the "regular" activities, primarily by establishing a VIPS committee.<br>**Strategy's Expected Result/Impact:** Increased parental involvement.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Communicate opportunities via SchoolMessenger, School Newsletter and Social Media.<br>**Strategy's Expected Result/Impact:** Increased parental involvement<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# McFee Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Reading<br><br>Strategy: RLA: Teachers will use DPM, Benchmarks, STAAR, MAP, mClass, and circle to deliver content and drive small-group instruction. Teachers will differentiate instruction when meeting with small groups of students. Teachers will provide cross-curricular text opportunities. Teachers will use MAP, mClass, DPM, and STAAR data to determine needs and develop targeted plans for each student. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 4 days a week. The 4th/5th interventionists will focus on test-taking strategies and comprehension. Students who are not meeting in a small group will be practicing the skills learned. Teachers must incorporate the use of anchor charts. Display anchor charts in the classroom for student reference. Teachers will have data conferences to support them in creating and meeting academic goals. Teachers will implement a Common Board Configuration word wall. Teachers will provide students with opportunities to practice on the testing platform. Teachers will have data digs after every assessment. Teachers will track students' growth based on performance categories from STAAR. Teachers will create a data wall to physically track students' progress after every assessment. WeClimb will be used to ensure instruction follows the district curriculum, allotted time, and expectations.<br>**Strategy's Expected Result/Impact:** Students will meet the goal of 90% at Approaches, 60% Meets, and 30% Masters.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, BI, Teaching Staff |

**Strategy 2 Details**

**Strategy 2:** Instructional Focus: Math

Strategy: Math: Teachers will differentiate in the classroom by analyzing data and providing structured small-group instruction, Teachers must spiral in previously taught TEKS. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 4 days a week. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will use MAP, CCA (Critical Content Assessment), Benchmark, and DPM data to determine needs and develop targeted plans for each student. Interventionists will follow a schedule to meet with small groups in the classroom setting. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will provide opportunities for students to practice on the testing platform. Fact fluency is the foundational skill that is needed for students to build higher-order math questions. Ratio Tables will be incorporated at least 1 time per week to help with multiplying whole numbers and decimals. Teachers will complete data digs after every assessment. Teachers will track students' growth based on performance categories from STAAR. Teachers will create a data wall to physically track students' progress after every assessment. Interventionists will focus on 4th and 5th-grade students. WeClimb will be used to ensure instruction follows the district curriculum, allotted time, and expectations.

**Strategy's Expected Result/Impact:** Students will meet the goal of 90% at Approaches, 60% Meets, and 30% Masters.

**Staff Responsible for Monitoring:** Principal, APs, ISs, BI, Teaching Staff

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Science

Strategy: Science: Teachers will be purposeful in planning to incorporate ESL strategies in lessons. Teachers will reference and use the differentiation tables in the teacher notes. Provide more opportunities for reading and critical writing in science. Teachers will plan intentionally with all subject teachers to ensure that science is incorporated into reading and writing lessons. Provide hands-on and virtual experiences to allow students to connect and engage with vocabulary. Teachers will implement an interactive word wall. Teachers will plan the interactive word wall at the beginning of each unit and incorporate ISN in daily instruction. WeClimb will be used to ensure instruction follows the district curriculum, allotted time, and expectations. The campus is intentionally seeking to replace long-term substitute teachers with certified, highly-qualified teachers. Teachers should incorporate the creation of anchor charts during initial instruction and display them in the classroom for student reference. Teachers will use MAP and Unit test (3rd-5th) data to determine needs and develop targeted plans for each student. Teachers must spiral in previously taught TEKS. Teachers will confer with individual students to support them in creating and meeting academic goals. Ready to Grow Gardens and Grade Level Field Trips will accompany learning and provide hands-on experiences for students. Teachers will provide opportunities for students to practice on the testing platform. Teachers will have data digs after every assessment. Teachers will track students' growth based on performance categories from STAAR. At least one teacher per grade level will attend the district content trainings and bring back the information for the rest of the team.

**Strategy's Expected Result/Impact:** Students will meet the goal of 80% at Approaches, 70% Meets, and 30% Masters.

**Staff Responsible for Monitoring:** Principal, APs, ISs, BI, Teaching Staff

**Strategy 4 Details**

**Strategy 4:** Students will receive lessons covering nutrition and fitness, and will participate in fitness-related events at the campus and district levels. Fitness-related events will take place throughout the year. A nutritionist from the district will assist with lessons.

**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness

**Staff Responsible for Monitoring:** Principal, APs, ISs, BI

**Strategy 5 Details**

**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:
Student Council, Student Ambassadors, Bi-Weekly Read Alouds with Librarian, STAAR Night, Meet the Teacher, Grade Level Field Trips, Open House, Book Fair, Digital Citizen, College Week, Academic Night, Multicultural awareness, Winter Wonderland, Spring Fling, Hispanic Heritage Dinner, grade level performances, Black History month activities, grandparents day, Spelling Bee, PreK Graduation, 5th Grade Recognition, Grade Level award ceremonies, Leader of the Pack, Talent Show, Game On Pep Rally, Day of Drumming, Eggstravanganza Christimas Around the World, and Livestock Show and Rodeo Day.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**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.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement:

1. Build Relevance & Connection
Connect learning to real life: Show how lessons relate to students' lives, interests, or future goals.
2. Active & Hands-On Learning
Movement breaks: Incorporate brain breaks, stretching, or short movement tasks.
Hands-on materials: Use manipulatives, visuals, and sensory items.
3. Scaffold Participation
Chunk information: Present content in smaller, manageable steps.
Use visuals & models: Anchor charts, graphic organizers, or videos support attention.
4. Positive Behavior & Motivation
Immediate feedback: Acknowledge effort and participation in real-time.
Celebrate small wins: Track progress with stickers, points, or verbal praise.
5. Technology & Multimedia
Interactive tools: Kahoot!, Quizizz, or Nearpod can keep students engaged.
Multimedia learning: Videos, songs, or virtual tours add variety and stimulation.
Assistive technology: Use AAC devices, speech-to-text, or adapted keyboards for accessibility.
6. Social & Collaborative Engagement
Peer teaching: Students explain concepts to each other.
Small group work: Cooperative learning fosters accountability.
7. Social-Emotional & Sensory Supports
Calm corners: Provide spaces where students can regulate before rejoining.
Check-ins: Quick "mood meters" or thumbs up/down to gauge readiness to learn.

Incorporate SEL: Teach self-regulation, empathy, and goal-setting alongside academics.

**Strategy's Expected Result/Impact:** 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 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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TKS will be taught daily utilizing HMH Structured Literacy Lessons<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

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. The Safety Task Force Rep for the campus will continue to monitor/review the EOP regularly to ensure drills are executed with fidelity and practiced on a regular basis. For the safety of the campus, walkie-talkies will be used by the leadership team and one outside for recess. For the safety of the campus, the leadership team will use walkie-talkies (including added quantities of radios, as needed) both indoors and outdoors to ensure constant communication in case of emergency.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school.<br>**Strategy's Expected Result/Impact:** Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity.<br>**Staff Responsible for Monitoring:** Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers. |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. |

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Weekly LED Board will display the attendance rate to the community. Prizes will be given to students for perfect attendance.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) for students. Every 9 weeks, students who have perfect attendance will be entered into a raffle to win a bike provided by VIPS committee.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Regularly scheduled "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning & Building students' character are the primary goals of learning. Using lessons from the counselors and Bringing out the best curriculum.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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 will be monitored closely by our Behavioral Interventionists and AP's. Will tailor Individualized Social Skill lessons to target individual student goals. Daily structured check-ins, restorative practice, student incentives, and CPI Verbal Intervention Training for staff members new to McFee in the current school year.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** BI, Teachers, AP's, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 to 97.5%. Teachers will be given McFee Cash to buy items or incentives and placed in a raffle to win gift card prizes.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Every 9 weeks, motivate staff to be at school by celebrating attendance with prizes and treats for teachers with perfect attendance each 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal/AP's/Campus Secretary |

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, 50% or more of teachers will receive job targeted professional development based on identified needs including data. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

**Evaluation Data Sources:** Classroom implementation of professional learning
We Climb Walk-throughs
Lesson Plans
Monitoring notebooks

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveyed staff and student academic achievement.<br>**Strategy's Expected Result/Impact:** Teachers will gain more knowledge to improve instruction, impacting student progress.<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists, APs |

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 Surveys
Activity sign-in sheets/records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Parent involvement will increase by providing resources in real-time via a grade-level newsletter or Remind 101. Appoint 2 members from staff to be in charge of posting photos to Facebook, Instagram, and Remind. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Improving Parent and Community Engagement: The Events Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, & Technology, and also provide opportunities for families to interact with staff for the current school year. |

# Cypress-Fairbanks Independent School District

# McGown Elementary School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: We will strengthen Tier 1 instruction with an emphasis on differentiation strategies.<br><br>Strategy: Teachers will increase the rigor of cognitive thinking by planning intentional opportunities for turn and talk, think/Pair/Share, and natural content-rich discourse. Teachers will plan for a variety of question-types, while also planning for questions at the higher cognitive levels, such as analysis, synthesis, and evaluation, fostering critical thinking. Teachers will also prioritize explicit teaching of how to answer questions, through use of question responses stems and learning to restate in response.<br>**Strategy's Expected Result/Impact:** Students will be asking and answering questions at a higher cognitive level, impacting their overall understanding of reading comprehension.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: We will strengthen Tier 1 instruction with an emphasis on differentiation strategies.<br><br>Strategy: Teachers will prioritize small group instruction to the extent that the curriculum and/or instructional model allows, focusing on the specific needs reflected in data from checkpoints and benchmarks. Teachers will also address variances in student learning strengths by providing choice in product to the extent possible (choice boards).<br>**Strategy's Expected Result/Impact:** All students (GT, ESL, ICS) will demonstrate measured progress at all levels (approaches, meets, and masters).<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: We will strengthen Tier 1 instruction with an emphasis on differentiation strategies.

Strategy: We will improve the quality of instructional planning by emphasizing vertical alignment initiatives across grade levels, such as a common structure for writing ECRs, a new color coded POP activity developed by the ELAR IS, monitoring notebook usage supported by the Math IS, and by applying methods learned from math consultant, Garland Linkenhoger.

**Strategy's Expected Result/Impact:** Alignment of instructional language and curricular initiatives across grade levels will increase continuity and result in increases in student performance.

**Staff Responsible for Monitoring:** ISs, APs, and Principal

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Improving Student Engagement: Teachers will increase student engagement by planning for authentic immersive learning experiences that provide for real-world learning (ie. Career Week activities, 3rd grade poetry cafe, 4th grade "surgical" math reviews, 5th grade American History podcasts to share with Sprague MS American History classes, hands-on garden activities that reinforce science concepts, and pen pals with other classes/schools).

**Strategy's Expected Result/Impact:** Authentic learning experiences with real-world application will increase student engagement and result in long-term memory of new content.

**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: We will prioritize fundraising dollars to provide field trip experiences that enhance student learning and provide for real-world application (ie. 5th grade trip to the Houston Symphony, 4th grade trip to the museum, 3rd grade trip to Nature Trails and a Cy-Ranch theater production, 2nd grade trip to Blessington Farms, 1st grade trip to the interactive aquarium, and Kindergarten trip to Dew Berry Farms).

**Strategy's Expected Result/Impact:** Field trips bring learning out of the classroom and form the connection between knowledge and application, increasing student interest and engagement.

**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Princiipal

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 |
| --- |
| **Strategy 1:** Teachers will incorporate additional opportunities for oral language discourse, rooted in use of explicitly taught sentence response stems.<br>**Strategy's Expected Result/Impact:** Increased oral language promotes improvement in reading vocabulary, comprehension, and the ability to process complex sentences.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Teachers will provide increased opportunities for AMIRA personalized reading support, providing for practice in fluency and comprehension for at least 30 minutes per week for students who are not on target for grade level growth.<br>**Strategy's Expected Result/Impact:** AMIRA usage directly impacts MAP growth.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will incorporate additional opportunities for scaffolded reteach with individuals, small groups, and whole group, guided by data reflected in checkpoints and benchmarks.<br>**Strategy's Expected Result/Impact:** Students will have a stronger foundation and solidification of prerequisite skills needed to be successful on more challenging texts.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will provide increased opportunities for AMIRA personalized reading support, providing for practice in fluency and comprehension for at least 30 minutes per week for students who are not on target for grade level growth.<br>**Strategy's Expected Result/Impact:** AMIRA usage directly impacts MAP growth.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will engage in individual goal-setting with each student, followed up with ongoing targeted conversations, reflections, and plans for continuous intervention and growth.<br>**Strategy's Expected Result/Impact:** Student autonomy and ownership of personal growth<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will provide increased opportunities for AMIRA personalized reading support, providing for practice in fluency and comprehension for at least 30 minutes per week for students who are not on target for grade level growth.<br>**Strategy's Expected Result/Impact:** AMIRA usage directly impacts reading comprehension growth.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** By the end of the school year, students will complete 1,500 puzzles in STmath at their individual instructional levels. Progress will be tracked at the individual level, class, and grade level and celebrated incrementally.<br>**Strategy's Expected Result/Impact:** Increased understanding of spiraled concepts that directly impact understanding of more challenging TEKS.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal |

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 |
|---|
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. |
| **Strategy 2 Details** |
| **Strategy 2:** McGown Student Safety Patrol members monitor student movement throughout the hallways during arrival and dismissal.<br>**Strategy's Expected Result/Impact:** Calmer and safer movement during arrival and dismissal<br>**Staff Responsible for Monitoring:** Safety Patrol Committee Lead, arrival and dismissal staff on duty, and campus admin. |
| **Strategy 3 Details** |
| **Strategy 3:** Watch D.O.G. Dads conduct additional interior and exterior door checks throughout the day as part of their daily schedule (Tuesday through Thursdays).<br>**Strategy's Expected Result/Impact:** Doors are always locked and secure.<br>**Staff Responsible for Monitoring:** Watch D.O.G. Lead and campus admin. |
| **Strategy 4 Details** |
| **Strategy 4:** We will implement weekly Door Heroes who have been caught closing an interior/exterior door, ensuring safety and security.<br>**Strategy's Expected Result/Impact:** Doors are always locked and secure.<br>**Staff Responsible for Monitoring:** All campus staff |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** We will implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences):<br>1. We will implement an attendance committee that helps analyze attendance data and create student incentives.<br>2. Attendance plans will be created for students with inconsistent attendance patterns.<br>3. The principal will release a parent video in August explaining the importance of daily attendance.<br>4. Grade levels with the highest percentage of days present each week will be announced on Fridays during morning announcements.<br>5. Posters in the cafeteria reflect grade levels in first and second place each week with highest attendance percentages.<br>6. Students will be recognized through various Spotted Owl Attendance incentives and awards<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Attendance Committee, APs, and Principal |

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 |
|---|
| **Strategy 1:** -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.<br>- Our PBIS Leadership team will facilitate different schoolwide events and contests to help keep our campus safe.<br>We will partner with Bridgeland and Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our At-Risk students. We are also implementing HUGS Buddies, as teacher mentors. All brand new students to McGown are assigned a Nest Navigator (buddy) to ensure they have a friend throughout their first week.<br>**Strategy's Expected Result/Impact:** Violent incidents will be at 0%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors , Teachers |

| Strategy 2 Details |
|---|
| **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.<br>- We have our PBIS Matrix (WISE) in place to meet the needs of our current population:<br>- Willpower<br>- Integrity<br>- Safe<br>- Effort<br><br>- We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Teachers, and PBIS Leadership Team |

**Strategy 3 Details**

**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

**Strategy 4 Details**

**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)

**Strategy 5 Details**

**Strategy 5:** As the only 212 Elementary campus, the 212 leadership committee will continue to drive the culture of the campus, steeped in the 212 philosophy of effort resulting in continuous growth. A 212 assembly will kick off the year for each grade level during lunches. 212 effort will be recognized each Tuesday on morning announcements. February 2 (212 day) will highlight effort and impact on our community as a school-wide celebration.

**Strategy's Expected Result/Impact:** All students can communicate what it means to give 212 effort. Effort impacts growth and will be obvious in student achievement, student relationships, personal character, and service to others.

**Staff Responsible for Monitoring:** 212 Leadership Committee, campus admin.

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 be at 95% or higher.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance:<br>- Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks, as well as exemplary attendance at the semester mark.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Administrative Team |

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, 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 |
| --- |
| **Strategy 1:** High-Quality Professional Development:<br>- Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser.<br>- Teachers will attend professional development within and outside the District, based on their goals set with appraiser.<br>- Teachers have identified key areas for growth and will participate in peer-led choice PD sessions during the February professional development day.<br>- Teachers participated in summer grade level planning to prepare for the year.<br>- Math teachers are participating in planning with Garland Linkenhoger Consulting to increase capacity in the areas of number sense and problem solving.<br>- Some teachers participated in the Digital Learning Conference to hone skills in technology integration and innovation.<br>**Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Each grade level will create a designated Instagram to share with parents, as opposed to individual teacher pages.<br>**Strategy's Expected Result/Impact:** Increased social media presence<br>**Staff Responsible for Monitoring:** Grade Level Team Leaders, campus admin. |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will establish a Tik-Tok account and will publish content in the form of videos to highlight everyday happenings and celebrations at McGown.<br>**Strategy's Expected Result/Impact:** Increased social media presence<br>**Staff Responsible for Monitoring:** Grade Level Team Leaders, campus admin. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will restructure VIPS liaison positions to make leadership responsibilities more manageable, in an effort to garner additional parents willing to serve.<br>**Strategy's Expected Result/Impact:** A greater number of VIPS parents will be willing to serve in liaison and lead positions.<br>**Staff Responsible for Monitoring:** AP responsible for VIPS and Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will plan for smaller, less intimidating events that focus on half of a grade level at a time, as opposed to as many school-wide events, utilizing outdoor spaces and/or Sprague MS's cafeteria when possible.<br>**Strategy's Expected Result/Impact:** More parents will attend campus events where they are adequately able to spend quality time with their child and not feel as crowded.<br>**Staff Responsible for Monitoring:** Grade Level Team Leaders, ISs, APs, and Principal |

# Cypress-Fairbanks Independent School District

# Metcalf Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Enhancing first instruction through multimodal learning with a focus on student discourse and data-driven small-groups on all content and grade levels.<br>Targeting specific TEKS needed and addressing them in planned small group instruction in 2nd-5th grade all content.<br>Strengthening small group instruction in K/1 using the current data to plan the instruction and providing small group resources to use. Ensuring rotations are purposeful and have an exit ticket to ensure learning took place. Providing extra practice in the area of phonemic awareness in K/1.<br>Building content vocabulary in 2nd-5th grades to address specific needs of our EB learners.<br><br>Strategy: Teachers will work out the problems and or answer questions prior to planning to understand what any misconceptions would be and address them during first time instruction and student discourse. Teachers will collaborate and plan out higher level questions and open ended questions during the lesson and student discourse. Teachers will use STAAR like questions to build testing verbiage. Backward planning during planning so that there is common vocabulary used.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Enhancing first time instruction through multimodal learning with a focus on student discourse and data-driven small-groups on all content and grade levels.<br>Targeting specific TEKS needed and addressing them in planned small group instruction in 2nd-5th grade all content.<br>Strengthening small group instruction in K/1 using the current data to plan the instruction and providing small group resources to use. Ensuring rotations are purposeful and have an exit ticket to ensure learning took place. Providing extra practice in the area of phonemic awareness in K/1.<br>Building content vocabulary in 2nd-5th grades to address specific needs of our EB learners.<br><br>Strategy: Math teachers will understand differentiation by collaborating during planning to plan small group and how to adjust a lesson based on the student responses. ISs and teache will work together to create added spiraling activities based on the students' needs.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Enhancing first time instruction through multimodal learning with a focus on student discourse and data-driven small-groups on all content and grade levels.
Targeting specific TEKS needed and addressing them in planned small group instruction in 2nd-5th grade all content.
Strengthening small group instruction in K/1 using the current data to plan the instruction and providing small group resources to use. Ensuring rotations are purposeful and have an exit ticket to ensure learning took place. Providing extra practice in the area of phonemic awareness in K/1.
Building content vocabulary in 2nd-5th grades to address specific needs of our EB learners.

Strategy: ISs and teachers will collaborate in primary grades to plan practice for phonemic awareness in rotations and direct instruction in small groups. ISs and teachers will discuss sentence stems to use for student discourse, discuss higher level questions and open ended questions.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Teachers, IS, AP, Principal

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: 4th and 5th grade choir, winter musical, Destination Imagination, Davinci Day, Author Visits, Science Night, Multicultural Night, Spelling Bee, Trick or Trunk with Kahla Middle School, GT Showcase at Langham Creek High School,and Movie Family Night.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Substitutes for the following: extended planning and data analysis during data digs.
2. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing based student data, analyze to determine what areas need re-teaching using planned exit tickets, and to share best strategies to increase student learning and academic performance.
3. Use got it jot it paper to support students problem solving, anchor charts planned out during planning and made with students, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds used)
4. Additional content supplies for literacy and math/science materials which include manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning.
5. Stickers, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior.
6. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom .
7. Teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth using title I or compensatory funds.
7. Content Interventionist will allow for interventions to be more strategic and focus on students progress.
8. STAAR snacks and STAAR supplies will be used.
9. SIBME will be used to increase the capacity of our instructional team to coach our teachers to build on effective first instruction.
10. We climb walks will be used to monitor the classroom instruction, environment and teaching practices.
11. Consistent practices from PK-5th such as learning objectives planned and up in classrooms in the same place, schedules are posted for students to see and teachers can pace their teaching to be on schedule, the use of monitoring notebooks for all content areas, data walls in all classrooms, and students monitor their progress with goal setting folders.
12. The Behavior Specialist will work with students who are at-risk behaviorally and identified on PBIS Tier system. The behavior coach will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk.

**Staff Responsible for Monitoring:** Principal
Assistant Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Student discourse with accountable talk using stems is being used to increase the content engagement amongst students in all grade levels. Teachers will monitor for any misconceptions and address by giving feedback.

**Strategy's Expected Result/Impact:** Students will increase their problem solving skills during discourse. Teachers will address misconceptions through feedback.

**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Students have goal setting folders to track their data. Incentives are celebrates for growth per student and class data. Incentives are in place for ST Math and AMIRA so that students are engagement in their growth.

**Strategy's Expected Result/Impact:** Students will be able to monitor their own growth and class growth. Celebrations for growth will add to engagement and confidence. Students will add to their class incentives for ST Math and AMIRA. Bulletin boards will show the class progress.

**Staff Responsible for Monitoring:** Teachers, ISs, APs

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 |
| --- |
| **Strategy 1:** K-2 will use structured literacy groups and comprehension groups to increase their RIT scores by at least 1%<br>**Strategy's Expected Result/Impact:** Students in K-2 will be at grade level reading or above to ensure a strong foundation for 3-5 grades<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students in grades 1-3 that did not meet the end of the year RIT score will participate in intervention that is based on building the foundations of their phonemic awareness and comprehension level.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students in grades 4-5 that did not meet approaches on STAAR will be monitored in intervention by tracking the TEKS mastered during intervention. In addition, independent practice is tracked by TEK to address any intervention area needed.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers in K-2 will focus on first-time instruction by discussing any misconceptions of math strategies during planning, focusing on math vocabulary and math daily data to plan intervention needed.<br>**Strategy's Expected Result/Impact:** Students in K-2 will meet or exceed 1% increase on MAP by increasing strategies used during independent work and teachers monitoring student discourse.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APS, Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety:The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.<br>**Strategy's Expected Result/Impact:** The teachers will be prepared for emergencies.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% or above for overall attendance rate.Incentives:<br>Every day a class has 100% attendance, they earn a letter to spell TEAM that goes with our theme. Once they spell the word, the class earns a reward of the teacher's choosing. Every 9 weeks, students with perfect attendance get their name in a drawing for a prize given during their lunchtime. Students will be recognized in their classrooms for perfect attendance each 9 weeks with an award. A display of grade level attendance is in the cafe so that students can see the grade level with the best attendance. We also have this displayed in the front office for parents to view.<br>**Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 95%<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences<br>Monitoring<br>PBIS Committee meets to discuss students with attendance concerns. The committee will look at the spreadsheet with students that have multiple absences and come up with an action plan.<br>**Strategy's Expected Result/Impact:** 96.7% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal |

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 |
|---|
| **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. We will utilize Class Meetings and Social Skills. We will provide social skills lessons and increase check-ins with students.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors |
| **Strategy 2 Details** |
| **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. Morning Meetings, Counseling Activities, Social Skill lessons during morning meetings<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Counselor<br>At Risk Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary |

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. The trainings will be provided by district coaches

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Bite size PD will be offered before/after school, during planning based on collaborative planning discussions over data. Math and Science IS and teachers will attend New Science TEKS Webinar: Math/Science IS and teachers will come away with strategies, ideas, and examples to implement in the classroom based on the new Science TEKS<br>**Strategy's Expected Result/Impact:** Student Achievement<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal |

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 3%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Facebook and X are now available for parents to join. We have created QR codes at parent events and in the front office to join social media.<br>**Strategy's Expected Result/Impact:** Teachers are encouraged to post student engagement in classrooms, instructional practices, celebrations etc. We are encouraging parents to join social media to be more aware what learning is happening in the classroom.<br>**Staff Responsible for Monitoring:** BI, ISs, APs, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Metcalf will use multiple means of communication such as but not limited to newsletters on our webpage, announcements on our marque, Facebook, Remind, School Messenger, and X.<br>**Strategy's Expected Result/Impact:** This will allow for parents and the community to view information at different modes of social media and thus reaching more of our parents and community. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We have several opportunities for parents to connect with the school in different ways such as weekly lunch visits, scheduled picnics, field days, musical events, Science night, Multicultural night, Family movie night, breakfast with parents, Meet the teacher, and Open house.<br>**Strategy's Expected Result/Impact:** Parents are more connected with the school and have the opportunity to interact with staff in a learning and or social environment.<br>**Staff Responsible for Monitoring:** APs, and Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Monthly newsletters will be shared via School Messenger and shared on social media from the leadership team and weekly from classroom teachers.<br>**Strategy's Expected Result/Impact:** Parents will me informed of upcoming activities such as tests and events. Parents will have the chance to read information from the Instructional Specialists, Behavior Interventionist, Assistant Principals, Counselor, and Principal<br>**Staff Responsible for Monitoring:** Behavior Interventionist, ISs, Counselor, APS, and Principal |

# Cypress-Fairbanks Independent School District

# Millsap Elementary School

# 2025-2026

# 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. (Campus-level targets to help the district meet this performance objective are attached.)

**Evaluation Data Sources:** STAAR RLA, Math, and Science

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Millsap will strengthen Tier 1 instruction in reading through increased engagement in Planning and implementation of strategies based on data, with a focus on 3rd grade.<br><br>Strategy: We will implement a uniform data tracking system used to plan in PLC's.<br>**Strategy's Expected Result/Impact:** Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.<br>**Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus:<br>Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.<br><br>Strategy:We will increase quality feedback and coaching (incl. discussions in PLC's) about the HOW to increase student discourse and critical writing.<br>**Strategy's Expected Result/Impact:** Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.<br>**Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Instructional Focus:<br>Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.<br><br>Strategy: We will utilize Sibme for peer feedback and PD for reflection and increased targeted PD (ECRs, etc.).<br>**Strategy's Expected Result/Impact:** Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.<br>**Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Admin, Teachers |

**Strategy 5 Details**

**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:

Art Before School

Mustang Bowling Team

Mustang Baseball Team

Name that Book

Campus and District Spelling Bee

Grade level musical performances

Field Day

4th & 5th Grade Choir Performance

Family Game Night

Science demonstrations

Field trips for every grade level

Mustang Miliers and their Superintendent Fun Run

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.
**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries:

*The Math Interventionist will work with who are At-risk and will monitor data to help teachers monitor students who are working below grade level, so all students are growing towards campus goals.

*The Behavior Specialist will work with students who are at-risk behaviorally and identified as Red or Yellow on PBIS Tier system. The behavior specialist will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk. The Behavior Specialist will create behavior plans and take the data to lead the PBIS committee.

*A Class Size Reduction Teacher will lower the student to teacher ratio in 3rd grade, our target grade level.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms, assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3. Instructional Supplies: Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. Student, PAFE snacks and supplies will be used to support before/after school events such as Family Game Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children, materials for parents to have at home to support the learning and books for students to have at home.

5. Extended Day Pay: staff members will be paid for planning outside the school day to support instructional and behavioral goals as specified in the CIP.

6. Substitute Pay: funding for a sub when the CSR teacher is absent.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will implement three or more acitivites for students to engage in outside of school, this year. (Name that Book is new for us this year, Art Before school is also new)

**Strategy's Expected Result/Impact:** Student engagement will increase and attendance will improve.

**Staff Responsible for Monitoring:** Principal and Staff

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We will acknowledge student success by increasing celebrations and display on the cafeteria panel for all to see. (All Star Students for Perfect Attendance and 0 Tardies/Referrals), Well Written Wednesdays to Celebrate Great Writing, Positive Office Referrals are some new ones for this year)

**Strategy's Expected Result/Impact:** Student engagement will increase and student attendance will improve.

**Staff Responsible for Monitoring:** Principal and Staff

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. (Campus-level targets to help the district meet this goal are attached.)

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. (Campus-level targets to help the district meet this performance objective are attached.)

**Evaluation Data Sources:** MAP and MClass Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will implement a uniform data tracking system used to plan in PLC's.<br>**Strategy's Expected Result/Impact:** Teachers will be able to make data informed decisions to target instruction for thier students, ensuring improvement.<br>**Staff Responsible for Monitoring:** Teachers and Instructional leaders. |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM)
District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

**Evaluation Data Sources:** MAP Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will implement a uniform data tracking system used to plan in PLC's.<br>**Strategy's Expected Result/Impact:** Teachers will be able to make data informed decisions to target instruction for thier students, ensuring improvement.<br>**Staff Responsible for Monitoring:** Teachers and Instructional Leadership |

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 |
|---|
| **Strategy 1:** Campus Safety: Monthly trainings for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.<br>**Strategy's Expected Result/Impact:** Students and staff will comply with all safety procedures 100% of the time.<br>**Staff Responsible for Monitoring:** Admin, Teachers, all staff |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Admin |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will be accessible at recess and connected by communication through use of walkie talkies.<br>**Strategy's Expected Result/Impact:** Increased communication and faster response times.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Violence Prevention will remain at 0% of violent incidents by staff utilizing PBIS strategies and PD from Special Education.<br>**Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0 incidents.<br>**Staff Responsible for Monitoring:** Admin and teachers |
| **Strategy 2 Details** |
| **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. All staff engages in Restorative Discipline Practices through ongoing bite-sized professional development.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Admin and Teachers |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 absences will decrease by 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff will continue to conference with admin about discretionary absences and will be celebrated with special treats and PBIS points for perfect attendance every nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus leaders will engage in a book study to improve their communication in the area of leadership.<br>**Strategy's Expected Result/Impact:** Support our targeted goals in our CIP<br>**Staff Responsible for Monitoring:** Admin |

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 10%.

**Evaluation Data Sources:** Activity sign-in sheets/records

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: We will commit to sending frequent and timely communication across several platforms (FB/Instagram/Marquee/School Messenger using: @CyFairMillsap<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents with the unified message in any location they look for information.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: We will utilize grade level communication tools (weekly newsletter via school messenger and remind) for all teams to share relevant, daily learning opportunities as we celebrate our students, campus, and district to engage our parents and community.<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents and community with the unified message that Millsap and CFISD are the places you want your child to attend school.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: The Millsap community will be invited to attend various events support the academic, social and emotional well being of students and families. Events include: parent led science demonstrations and utilize parents as volunteers at grade level field trips, we will welcome Parents during Meet the Teacher, and Parent Nights in September. Throughout the school year, we will have Watch D.O.G.S., Book Fair, Field Days, Family Engagement Night (Game Night) and various Fine Arts programs.<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents and community with the unified message that Millsap has a great deal of extracurricular opportunities for students to develop into well-rounded young adults prepared for middle school.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary |

| Strategy 4 Details |
|---|
| **Strategy 4:** Improving Parent and Community Engagement: Millsap will increase the number of Bilingual staff members.<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents and community with the unified message that reduces any potential language barriers.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary |

| Strategy 5 Details |
| --- |
| **Strategy 5:** We will implement parent readers for K and 1st grade.<br>**Strategy's Expected Result/Impact:** There will be an increase of opportunities for parents to partner with their child and school's education.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary |

# Cypress-Fairbanks Independent School District

# Moore Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Closing achievement gaps for EB, SpEd & At-Risk students across all subjects for reading, math and science STAAR.<br><br>Strategy: We will increase the level of instructional rigor across all subjects to match the level of the TEKS being tested for STAAR, and we will use monitoring notebooks for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Planning for purposeful small group instruction, interactive vocabulary, practice with open ended questions, and real-world problem-solving utilizing critical thinking strategies in the area of mathematical knowledge and fluency for our (African American, ED, SpEd, and At-Risk) students.<br><br>Strategy: We commit to planning for purposeful small group instruction, interactive vocabulary, practice with open ended questions, and real-world problem-solving utilizing critical thinking strategies in the area of mathematical knowledge and fluency for our (African American, ED, SpEd, and At-Risk) students. We will utilize these strategies, and we will target student growth in our approaches, meets, and masters grade levels performance.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, instructional specialists, assistant principals, principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Math STAAR Performance<br><br>Strategy: We will increase the level of instructional rigor across all subjects to match the level of the TEKS being tested for STAAR, and we will use monitoring notebooks for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Math Interventionist |

**Strategy 4 Details**

**Strategy 4:** Instructional Focus: Science STAAR Performance

Strategy: We commit to learning and utilizing the new Science TEKS during planning for small groups. Tailored towards meeting specific Science TEKS, we will incorporate interactive vocabulary activities, real-world/relevant experiences, and hands-on experiences into the implementation of the science curriculum. We will also incorporate writing into science to support our students' learning mastery.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries:
*The Behavior Specialist will assist in ensuring the academic and behavioral needs of our students are met.
*The testing coordinator will assist staff and students with data collection and testing for all students.
*The para educators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached CIP target table.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Teaching and administrative taff will participate in professional book studies that focus on student engagement, accountability, and effective instructional strategies. Staff will implement strategies shared in the book, The Fundamental Five Revisited and Behavioral Support Strategies with students daily.

3. Instructional Supplies:
*Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. PAFE snacks and supplies will be used to support before/after school events such as Culture night, grade level parent events, and other activities. Events will be held in the are of Reading and Math that include hands-on activities to model strategies for parents to use at home to support their children.

5. Para training will be provided by SPED staff that will address in class support, materials used with students that in need, and data tracking for students that are in special education.

6. Behavior support training will be provided by the Behavior Specialist to assist with best practices in the area of classroom management.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Behavior Specialists, Teachers

**Strategy 6 Details**

**Strategy 6:** 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:** PE Teacher, Assistant Principals, Principal

| Strategy 7 Details |
| --- |
| **Strategy 7:** Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Da Vinci Day, Spelling Bee, Robotics, District Choir Festival, school musicals, GT Showcase<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Teachers will ensure that instructional strategies and activities in the classroom support a learning environment that is engaging and conducive to learning for all students.<br>**Strategy's Expected Result/Impact:** Increased student engagement<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |

| Strategy 9 Details |
| --- |
| **Strategy 9:** Improving Student Engagement: We are committed to celebrating our students with daily/weekly/9-week accomplishments using goal-setting, recognithion for ST Math and Amira achievement, providing Dillo Dollars and attendance awards, and PBIS celebrations.<br>**Strategy's Expected Result/Impact:** Increased student engagement<br>**Staff Responsible for Monitoring:** Assistant Principals, Instructional Specialists, Behavior Specialists, Interventionists |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists |
| **Strategy 5 Details** |
| **Strategy 5:** We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |

| Strategy 5 Details |
| --- |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Interventionists, Assistant Principals |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals |

**Goal 6:** 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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** A campus attendance incentive that supports incremental growth toward a 95% overall attendance rate will be implemented. Students will be recognized by completing "Moore" star letters and participating in campus incentives for attending school on a regular basis.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Teacher, Assistant Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Staff will document and make contact with parents of students that are repeatedly absent. Teachers and APs will have in person conferences with parents of students that are not meeting the district expectation for attendance.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Registrar, Teachers, Intervention, Assistant Principal |

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 |
|---|
| **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. Through restorative discipline practices, PBIS procedures, and Counselor Guidance lessons, Moore will decrease violent incidents this year. Staff will participate in campus staff development that addresses effective behavior strategies for all students.<br>Counselor lessons<br>Counselor small groups<br>Support for specific students by assigning a community mentor<br>Behavior Specialist assist with coaching teachers and students<br>Behavior Specialist and Assistant Principals provide professional development<br>Assistant Principals provide incentives and motivators to students<br>Principal implement Hignight Heros to students<br>Mental Health team provide professional development to all staff<br>Spring/Fall Crime Stoppers community presentation to all students<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Teachers, At Risk Specialist, Behavior Interventionist, Counselors, Assistant Principals |

| Strategy 2 Details |
|---|
| **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. Teachers will implement classroom management strategies and best practices in restorative discipline in the classroom learned from trainings and modeling PBIS expectations. The Behavior Specialist will work with teachers and students so that supports are in place such as contracts and incentive programs. Other strategies include:<br>Monday morning meetings<br>BOTB lessons<br>Counselor guidance lessons<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, At Risk Specialist, Counselors, Assistant Principals |

| Strategy 3 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Teacher, Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

**Performance Objective 1:** 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 |
|---|
| **Strategy 1:** High-Quality Professional Development: All teachers and staff will receive training in research based practices for reading, writing, math, science, behavior, and professional conversations so they can be proficient and successful this school year. The following committees will be in place for all staff to participate:<br>ELAR Committee<br>MATH/SCIENE Committee<br>Technology Committee<br>PBIS Committee<br>Social/Culture Committee<br>Content Specific Campus PD provided by the Instructional Team<br>District PD provided to staff for special populations of students ie Dyslexia/SPED<br>PD provided by staff each 9 weeks<br>Science of Teaching Reading<br>Book Studies that include the following:<br>The Fundamental Five Revisited<br>Crucial Accountability<br>Vertical Alignment Committees<br>Teacher/Staff led professional development<br>Administrative professsional development trainings<br>**Strategy's Expected Result/Impact:** Teachers and staff will feel more confident and effective in their planning and teaching.<br>**Staff Responsible for Monitoring:** Teachers, Paraprofessionals, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** All teachers will participate in data dig sessions and achievement meetings after campus and district assessments to determine the needs of their students and the implementation of best practices to address those needs.<br>**Strategy's Expected Result/Impact:** Teachers will feel confident that they are delivering targeted instruction based on immediate data. Teachers will receive uninterrupted planning days to focus on high quality instruction.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principal |

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

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

**High Priority**

**Evaluation Data Sources:** Teacher/paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements, end of semester drawings, and staff Moore Money for those that meet the target attendance each 9-weeks<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Assistant Principal, Principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will utilize social platforms as communication tools for all teams to share relevant, daily learning opportunities as we celebrate our students, campus, and district to engage our parents and community.<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents and community with the unified message that Moore and CFISD are the places you want your child to attend school.<br>**Staff Responsible for Monitoring:** Teachers, Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: We will increase our use of social media to display academic content and focus on grade level events, celebrations, instructional content, and student growth in the classrooms.<br>**Strategy's Expected Result/Impact:** Parents will have a better understanding of what is happening inside of the classrooms and across the campus.<br>**Staff Responsible for Monitoring:** Teachers, Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: We will provide opportunities for parents to participate in the school community through family nights, programs, parenting seminars, and volunteer opportunities. These events will be advertised through a variety of communication methods including: SMORE, School Messenger, Moore Marquee, Facebook, and Instagram.<br>Meet the Teacher<br>Open House<br>Trunk or Treat<br>Boosterthon<br>Watch DOGS<br>Field Day<br>Face to face events during the school day<br>Spirit Nights at local businesses<br>Multicultural Night<br>Theatre Arts Presentations<br>Tech and Taco Tuesday<br>**Strategy's Expected Result/Impact:** Parent participation will increase at family events, volunteers, WATCH Dogs, and at PTO meetings<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: We will provide resources and activities for parents to use at home, thus increasing parent involvement in the area of mental health and behavior tips with their child. Counselor, mental health team, campus behavior specialst, and district behavior specialist will assist with providing parent information.<br>**Strategy's Expected Result/Impact:** Students will make growth behaviorally in all areas.<br>**Staff Responsible for Monitoring:** Counselor, Behavior Specialist, Assistant Principals, District personnel |

# Cypress-Fairbanks Independent School District

# Owens Elementary School

# 2025-2026

# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Strengthening Tier 1 instruction in all content areas by ensuring teachers are prepared to deliver hands-on and high-rigor learning experiences to students where time is maximized consistently. Small group instruction is targeted to students based on their individual academic needs. Vocabulary development is embedded in daily instruction to increase understanding and performance of academic concepts.<br><br>Strategy: Calibration Walks - The ILT will conduct monthly calibration walks in 3-4 randomly selected classrooms. Then, we will discuss the observations to ensure we're all observing the same strengths and areas for improvement. These exercises will help us align our expectations and communication.<br>**Strategy's Expected Result/Impact:** The campus instructional leadership team will be more aligned with the feedback that they provide teachers and with look-fors during instruction.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Strengthening Tier 1 instruction in all content areas by ensuring teachers are prepared to deliver hands-on and high-rigor learning experiences to students where time is maximized consistently. Small group instruction is targeted to students based on their individual academic needs. Vocabulary development is embedded in daily instruction to increase understanding and performance of academic concepts.<br><br>Strategy: Effective Instructional Planning - Collaborative planning will be structured to ensure teachers can model and share high-yield instructional strategies with their instructional teams, and lesson plans are prepared for effective instructional delivery.<br>**Strategy's Expected Result/Impact:** Teachers will leave planning with new ideas and strategies that will help them deliver more effective instruction.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal. |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening Tier 1 instruction in all content areas by ensuring teachers are prepared to deliver hands-on and high-rigor learning experiences to students where time is maximized consistently. Small group instruction is targeted to students based on their individual academic needs. Vocabulary development is embedded in daily instruction to increase understanding and performance of academic concepts.

Strategy: Walk-throughs, feedback, and coaching - remain consistent with classroom walk-throughs, provide regular feedback, run teacher walk-through data reports and share with teachers regularly, and provide structured coaching to teachers who need support.

**Strategy's Expected Result/Impact:** Improvement of instructional delivery and an increase in student performance.

**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal.

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: Owens Choir, Running Club, and STEAM Town USA.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - 4 instructional paraprofessionals to support learning in the classrooms. 1 Class size reduction teacher in 4th grade to lower our student-to-teacher ratios in 4th grade. 1 Behavior Specialist to support the implementation of our school PBIS program.

2. Substitute Pay - to cover the cost of substitute teachers when the 4th-grade class size reduction teacher is absent.

3. Extra Duty Pay - to compensate teachers when they provide academic support to students outside of school hours.

4. PBIS Supplies - Students will earn incentives using their PBIS rewards app. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

5. Parent Involvement - We will increase parent involvement throughout the year with events like winter night, music programs, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

6. School supplies/workroom supplies - We will provide some school supplies for each student.

**Staff Responsible for Monitoring:** Principal

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: Running Crew: a before-school group of students starting in September, where students come to run and engage in different fitness activities.<br>**Strategy's Expected Result/Impact:** Students who participate in this program will set fitness goals, learn about the benefits of running and staying active, track their miles run, and understand how these activities benefit them academically in the classroom.<br>**Staff Responsible for Monitoring:** Running Crew Coaches, Principal |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: STEAM Town USA is a girls-only group of 3rd-grade students, sponsored by one of our community partners. These girls stay after school and learn about STEAM (Science, Technology, Engineering, Arts, and Mathematics), and then at the end of the year, they attend an event to present their project.<br>**Strategy's Expected Result/Impact:** Students who participate in the STEAM program will acquire many skills that can be applied to their academic development. They will also learn to work in teams, develop projects, present, and more.<br>**Staff Responsible for Monitoring:** School Counselor and Principal. |

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 |
| --- |
| **Strategy 1:** Closely monitor the implementation of the reading curriculum. Identify areas for growth and support them through coaching and professional development. Engage in data digs to identify students who are not showing the expected growth and develop an action plan to support their academic needs.<br>**Strategy's Expected Result/Impact:** Improvement of reading development in primary grades demonstrated through MAP and MClass reports.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal. |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Regularly review AMIRA usage and student performance data with instructional teams in grades 1-3. Identify students who did not meet their prior end-of-the-year RIT score and ensure they receive the necessary support through Closing the Gaps interventions, other school-day interventions, and/or before-school tutoring.<br>**Strategy's Expected Result/Impact:** Students will meet the 50% AMIRA Reading Mastery (ARM) score.<br>**Staff Responsible for Monitoring:** Primary and Reading Instructional Specialists, Assistant Principals, and Principal. |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Identify students who did not perform at the Approaches level and ensure they receive small group interventions during their Closing the Gap time, as well as before-school tutoring.<br>**Strategy's Expected Result/Impact:** Students will improve their academic performance from Did Not Meet to at least Approaches.<br>**Staff Responsible for Monitoring:** Reading Teachers, Reading Instructional Specialist, Assistant Principals, and Principal. |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Tier I instruction will include the use of manipulative resources, real-life applications, academic vocabulary, and student discourse opportunities throughout the lesson.<br>**Strategy's Expected Result/Impact:** Students will increase their academic performance in math based on their MAP scores.<br>**Staff Responsible for Monitoring:** Teachers, Primary and Math Instructional Specialist, Assistant Principals, and Principal. |

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 |
| --- |
| **Strategy 1:** Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded.<br>**Strategy's Expected Result/Impact:** Staff members and parents will be aware of the safety measures in place at Owens.<br>**Staff Responsible for Monitoring:** Principal and AP |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals.<br>- PBIS Rewards<br>- Morning check-ins<br>- Class meetings<br>- Behavior contracts<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** AP and BI |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Campus Secretary<br>Principal |

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.
-Vertical planning
- Student Discourse
- Visible Learning: Effect Size
- Emergent Bilingual Strategies

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Student Discourse, Visible Learning: Effect Size, Classroom Management Strategies, and Emergent Bilingual Instructional Strategies.<br>**Strategy's Expected Result/Impact:** Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps.<br>**Staff Responsible for Monitoring:** IS, Assistant Principals, Principal, and District Coaches. |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Capture students and staff engaging in productive academic work and sharing through our school social media platforms. Involve ISs, teachers, and campus administrators in capturing these learning moments.<br>**Strategy's Expected Result/Impact:** Increase the school community awareness regarding high quality instructional practices that are in place in our school.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Send regular communication to our parents via email, text, voicemail, and on paper about the social media platforms that the information that we share on them.<br>**Strategy's Expected Result/Impact:** Increase parents' awareness about the social media platforms that we use to communicate and engage with our community.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Provide opportunities to parents to attend after work hours, explaining the importance and benefits of participating, making their participation exciting, making invitations more personable, using input provided through Title I surveys or other feedback instruments in the planning of engagement opportunities, and spending more time and effort when promoting the opportunities with students.<br>**Strategy's Expected Result/Impact:** Improve Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Provide multiple opportunities to participate and engage in our school. Different programs that will be offered this school year include VIPS and Watch DOGS Night, STAAR Night, KISS (Kids Invite Someone Special) Dance, Wellness and Fitness Night, Book Studies for Parents about essential topics that will benefit their school experience, Family Winter Night, Career Day, Multicultural Night, etc.<br>**Strategy's Expected Result/Impact:** Improve Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Pope Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in reading, math and science through specific targeted interventions and targeted planning with general ed and special ed teachers.<br><br>Strategy: We will strengthen student achievement by vertically aligning lesson planning between General Education and Special Education teachers, and strategically structuring the curriculum to meet the specific needs of students.<br>**Strategy's Expected Result/Impact:** The number of students scoring meets and masters on DPM assessments will increase by 3%.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in reading, math and science through specific targeted interventions and targeted planning.<br><br>Strategy: Teachers will implement targeted small group instruction during closing the gap time and we will utilize interventionists to strategically work with students that are underperforming or need additional supports in specific content areas.<br>**Strategy's Expected Result/Impact:** The number of students scoring meets and masters on DPM assessments will increase by 3%.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: We will strengthen science instruction by implementing hands-on labs, interactive experiments, and real-world applications<br><br>Strategy: Teachers will provide regular hands-on labs and interactive experiments aligned with TEKS. Real-world applications will be emphasized through the Ready to Grow Garden and Science Resource Center demos.<br>**Strategy's Expected Result/Impact:** The number of students scoring meets and masters on DPM assessments will increase by 3%.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, PE teachers |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will increase the number of student activities offered after hours by encouraging and rewarding staff members that agree to sponsor these after school groups.<br>**Strategy's Expected Result/Impact:** Students will have the opportunities to participate in Choir, Instrumental Group, Pom Squad, Sunshine Committee, and Student Council.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: Students will participate in Kid Zones once a month to provide opportunities for students to participate in activities such as: chess, crafting, calligraphy, yoga.<br>**Strategy's Expected Result/Impact:** Increase in student engagement by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Counselors, Teachers |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br><br>Students with 2 or less absences each 9 weeks will be rewarded with incentives to redeem from their teachers.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use behavior contracts, social skills lessons, lessons from the Counseling team, and PBIS matrices to reduce discipline referrals to promote a safe learning environment. We will partner with Cypress Ranch High School to include the PALS program which will provide high school student mentors for some of our at-risk students.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors |
| **Strategy 2 Details** |
| **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. All staff members will effectively teach and reward students according to our PBIS matrix and PRIDE using PBIS Rewards.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 be at 95% or higher.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Pope admin team will celebrate staff with 2 or less absences each 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will be at 95% or higher.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Targeted professional development will be offered at the district level through CFPGS. Learning opportunities throughout the year are provided by the Instructional Specialists during planning time.<br>**Strategy's Expected Result/Impact:** Teachers will add multiple strategies to their robust toolkits.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Pope Elementary will generate at least 2 posts per month on our school Facebook account celebrating student learning.<br>**Strategy's Expected Result/Impact:** Media posts will increase community awareness<br>**Staff Responsible for Monitoring:** Principal, Counselor |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Pope Elementary will generate at least 2 posts per month on our school Facebook account celebrating staff and school achievements.<br>**Strategy's Expected Result/Impact:** Media posts will increase community awareness<br>**Staff Responsible for Monitoring:** Principal, Counselor |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will hold events at Pope Elementary at different times of the day to allow for working parents to attend.<br>**Strategy's Expected Result/Impact:** time adjustments will increase community involvement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Each grade level will send out weekly newsletters to parents that include the curriculum that is being taught along with special events coming up.<br>**Strategy's Expected Result/Impact:** Newsletters will increase community awareness<br>**Staff Responsible for Monitoring:** Principal, classroom teachers |

# Cypress-Fairbanks Independent School District

# Post Elementary School

# 2025-2026



# Goals

**Goal 1:** 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.

**Performance Objective 1:** 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 |
|---|
| **Strategy 1:** Instructional Focus: To close learning gaps with a focus on our SPED students.<br><br>Strategy: RLA: Teachers will analyze formative and summative data to design targeted, differentiated instruction for small groups.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: To close learning gaps with a focus on newly enrolled students.<br><br>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.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: To close achievement gaps with a focus on economically disadvantaged/at-risk students.<br><br>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.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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

**Strategy 6 Details**

**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

**Strategy 7 Details**

**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

**Goal 2:** 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.

**Performance Objective 1:** 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 |
| --- |
| **Strategy 1:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, ISs |

**Goal 3:** District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

**Performance Objective 1:** District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete a minimum of 30 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** APs, ISs, Teachers |

**Goal 4:** District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

**Performance Objective 1:** District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete a minimum of 30 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** APs, ISs, Teachers |

**Goal 5:** District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

**Performance Objective 1:** District Performance Objective 7.1: 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 |
| --- |
| **Strategy 1:** We will use district and campus data to differentiate math instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** APs, ISs, Teachers |

**Goal 6:** 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 |
|---|
| **Strategy 1:** Campus Safety: Students, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.<br><br>Code of Conduct talks held within first 2 weeks of school and in spring semester.<br><br>Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.<br>**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.<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** EOP Coordinator, Teachers, Administrative Team, Safety Team |

**Goal 6:** 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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

**Goal 6:** 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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be at 0%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

**Goal 7:** 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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal/APs/Campus Secretary |

**Goal 7:** 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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table.<br>**Staff Responsible for Monitoring:** Principal |

**Goal 8:** 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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** To engage parents who are not regularly involved |
| **Strategy 2 Details** |
| **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.<br>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.<br>**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. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Promote student activities in our Morning Meetings and Friday Folders.<br>**Strategy's Expected Result/Impact:** Increased Parent Involvement.<br>**Staff Responsible for Monitoring:** Teachers |
| **Strategy 4 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Administrative Secretary, Teachers |

# Cypress-Fairbanks Independent School District

# Postma Elementary School

# 2025-2026

# 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**

**Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.

Strategy: Higher level questioning will occur in every classroom based on the TEKS. Teachers and IS will collaboratively plan for higher level questioning.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principal and Principal

**Strategy 2 Details**

**Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.

Strategy: Teachers, IS and Testing Coordinator will work collaboratively to review formative and summative data to plan for differentiated instruction. Teachers will utilize data to plan for differentiated small group instruction.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** IS, Testing Coordinator, Assistant Principal and Principal

**Targeted Support Strategy**

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.

Strategy: All teachers will complete pre-planning by showing evidence of reviewing district created lessons (WAG, YAG, Teacher Notes, HMH curriculum) prior to collaborative planning days/times.

**Strategy's Expected Result/Impact:** Collaborative planning is intentional and allows time to focus on quality small groups. Teachers will be consistently prepared for planning.

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: GT programming, Pumas on the Prowl, Puma Choir, Student Leadership, Student Council, Chess Club, Name that Book, Music Memory, Choral Festival, Junior Counselors, and Destination Imagination.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salary - Testing Coordinator Salary to support student assessments, and also facilitate trainings for teachers on how to use the assessment data for targeted student interventions
2. Professional Development - Increase teacher capacity for effective strategies in reading, writing and math skills
3. Substitute Pay - Long Range Planning days for teachers to plan lesson based on student data with the Instructional Specialist
4. Tutoring or Academic Camps - Teachers provide extended day and academic camps to review and reinforce content to students that are struggling or have gaps in understanding
5. Supplies & Materials- Various classroom materials to increase student engagement in all academic areas, also purchasing student supplies to reduce the financial burden to parents
6. Parent Involvement - To increase parent capacity to support students' academic needs, 3 PAFE events held that focus on Reading/Writing, Math and Science strategies along with technology applications and support while at home, and how to access resources and tools at home.
7. Progress Learning - Used as a supplementary tool for re-teaching and practice based on student needs. Data will be collected from district-provided resources and Progress Learning to identify and address areas of student deficit.
8. Temporary Worker/Interventionist - Salary for additional staff to provide targeted interventions

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Postma staff will solicit feedback from students (ie: surveys, class meeting lists, small group discussions) for suggestions and ideas on additional clubs/activities the students would like to participate in.

**Strategy's Expected Result/Impact:** Students will be more likely to participate in a club/activity after giving input and will feel connected to campus outside of typical daily interactions.

**Staff Responsible for Monitoring:** Teachers, Behavior Specialist, Counselor, Assistant Principals, Principal

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Postma staff will highlight student participation in different campus activities outside of the typical daily activities (marquee, announcements, Puma Press, Yearbooks, staff newsletter, social media).<br>**Strategy's Expected Result/Impact:** Students will be aware of the different opportunities for engagement at school beyond the typical day.<br>**Staff Responsible for Monitoring:** Teachers, Behavior Specialist, Instructional Specialist, Counselor, Assistant Principals, and Principal |

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 |
| --- |
| **Strategy 1:** Foundational Skills will be taught daily utilizing district provided structured literacy lessons in grades K-2.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness lessons are used in PK-1 daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Teachers will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction and/or strategy group instruction in K-2.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook including anecdotal notes to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will review AMIRA data for all students at a minimum of 3 times (after each BM window) and students identified as at-risk a minimum of 2 times per grading period.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Teachers will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook including anecdotal notes to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Foundational TEKS will be taught daily using district provided curriculum in grades 4-5.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook including anecdotal notes to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Teachers will implement daily fluency a minimum of 4 times per week implementing district provided lessons in Kindergarten through 5th grade.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will model and expect students to use a problem solving process in grades K-5.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will use data to determine students' needs and incorporate small group instruction to meet those needs in grade K-5.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will track students using progress monitoring, and complete a Progress Monitoring Notebook for at-risk students in K-5.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: The campus will use PBIS lessons to explicitly teach student behavior expectations, social skills, safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something." In addition, the counseling team will conduct classroom guidance lessons to focus on supporting the social and emotional health of students. Each class will have weekly class meetings to review and discuss PBIS lessons, BOTB lessons, participate in restorative circles, and/or review critical social skills.<br>**Strategy's Expected Result/Impact:** 100% of Postma students will understand behavior expectations, learn skills to build relationships with each other, and how to safely proceed during safety drills.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionist |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan (including phone calls to parents, counselor support, attendance contract, incentives, etc) that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Campus Registrar |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Campus Registrar |

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 |
|---|
| **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. . Semester refresher trainings by campus counselors, behavior coach and/or Assistant Principals to develop skills to support students in developing a deeper understanding of social skills, social/emotional relationships, and/or tolerance of cultural differences.<br>**Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on effective implementation of systems and procedures in the classroom. Those strategies include pre-teaching, reteaching, modeling, reinforcing and using specific praise before, during and after expectations are met. To promote positive classroom environment, teachers will lead BOTB lessons, social skills, and/or PBIS, and Key of the Month during class meetings with all classes on a weekly basis. Teachers will meet monthly will assistant principals and their "Game On" teams to review the implementation of systems and procedures and to review/discuss effective classroom management strategies with teachers. Teachers will meet with a member of the PBIS grade level team to discuss additional needs. The Behavior Specialist will meet with teachers regularly to review classroom and individual student needs.<br>**Strategy's Expected Result/Impact:** Classroom procedures and expectations will be implemented with fidelity. Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Counselors, Behavior Specialist, Members of PBIS Committee |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance and campus based recognition.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing Wellness Wednesday, monthly celebrations for staff, such as PTO grants for teacher supplies, PTO recognition gifts/lunches/treats, weekly notes from administrative staff, Teacher Puma Cash, Admin provided lunches/treats/ celebrations, Teacher of the Year campus luncheon and recognition ceremony, campus/district allowable incentives, and seeking consistent feedback from staff to address their needs.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors<br>Instructional Specialists |

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 and paraprofessionals will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Walk-throughs
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** Classroom implementation of professional learning<br>1. Campus Walk-throughs by Instructional Specialists, APs, and Principal<br>2. Lesson Plan Review<br>3. Advertise District Quantum Learning training for teachers and paraprofessionals and provide small bits of best practices via QL.<br>4. Optional Restorative Circles and Class Meetings training for staff<br>5. Math teachers: Math Link Training for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans.<br>6. Phonics Instruction: Continue to support new teachers with the strategies shared previously by Shonda Guthrie in grades Kindergarten-5th grades.<br>7. Instructional Specialists will train teachers on teaching students to complete individual goal setting sheets and setting class goals in order to increase in participation in classroom and individual goal setting in grades 2-5.<br>8. Provide training for teachers through the Instructional Specialist on the implementation of Lead4ward monitoring notes.<br>9. Training for Fine Arts and PE through District trainings and conference attendance.<br>10. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff.<br>11. Offer opportunities for modeling lessons by mentors, IS, model teachers to all staff members.<br>**Strategy's Expected Result/Impact:** Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social-emotional needs.<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Postma will include more staff members (Instructional Specialist and Campus Secretary) besides just the campus principal to the accounts for social media.<br>**Strategy's Expected Result/Impact:** Opportunities to highlight and share more campus events will increase parent awareness.<br>**Staff Responsible for Monitoring:** Instructional Specialist, Campus Secretary, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Increase posts that include academic and content specific lessons and objectives.<br>**Strategy's Expected Result/Impact:** Increased parent and community awareness of academic rigor and student engagement.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Campus Secretary, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Routinely solicit feedback from parents on what their current needs are at various times during the year (including what is the best form of communication).<br>**Strategy's Expected Result/Impact:** Attendance will increase as parents will attend campus events geared toward their current needs.<br>**Staff Responsible for Monitoring:** Instructional specialist, Behavior Specialist, Counselor, Assistant Principals and Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Specifically advertise WIIFM (What's In It For Me?) events to include intended outcomes via communication outlets that parents have indicated are preferred.<br>**Strategy's Expected Result/Impact:** Parents leave PAFE events knowing how to support their student and student achievement will improve.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Behavior Specialist, Counselor, Assistant Principals and Principal |

# Cypress-Fairbanks Independent School District

# Reed Elementary School

# 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br><br>Strategy: Students will participate in differentiated small group instruction. Teachers will include these groups in lesson plans each week.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br><br>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.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br><br>Strategy: Teacher planning sessions will follow a set agenda aimed at rigorous instruction. The principal and assistant principals will attend planning sessions.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **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<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

**Strategy 6 Details**

**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

**Strategy 7 Details**

**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

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Create a weekly newsletter featuring student celebrations, growth, and upcoming opportunities for students.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Instructional Specialists |

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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Specific targeted interventions will close gaps and increase student achievement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will increase the student usage of Amira and use the Amira data reports to drive first instruction and small group instruction.<br>**Strategy's Expected Result/Impact:** Using the Amira program with fidelity and at minimum required minutes per week will produce higher outcomes in student achievement for reading.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will complete a minimum of 30 minutes per week. We will create a tiered expectation of Amira minutes based on student data.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists, Principal, Assistant Principals |

District Goal 7: 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 7.1: 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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Student achievement will increase by the targeted instruction and monitoring of RIT scores.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

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 |
|---|
| **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.<br>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.<br>**Strategy's Expected Result/Impact:** Improve the overall safety of our school.<br>Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits.<br>**Staff Responsible for Monitoring:** Campus EOP representative, Safety Committee Members, Assistant Principals, Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Improve the overall safety of our school.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Counselors, Principals, Behavior Interventionist and Members of the PBIS Committee |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance:<br>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.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors |

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 |
| --- |
| **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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principals |

**:** 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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Created a social media team to promote the campus goals, opportunities, and upcoming events.<br>**Strategy's Expected Result/Impact:** The impact will be to improve the home/school connection and increase student engagement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Instructional Specialists |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** The impact will be to improve the home/school connection and increase student engagement and school promotion.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Increase the frequency of social media posting, school and grade level newsletters, and home learning sent home.<br>**Strategy's Expected Result/Impact:** Increase parent involvement in student learning.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, and Instructional Specialists |
| **Strategy 4 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Increase parent and family engagement with the school and student learning.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, and Instructional Specialists |

# Cypress-Fairbanks Independent School District

# Rennell Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: Increase the percentage of students achieving Meets and Masters levels to ensure higher academic performance.<br><br>Strategy: Students will participate in rigorous lessons developed in planning.<br>**Strategy's Expected Result/Impact:** Students' critical thinking and application skills will improve through rigorous instruction, resulting in higher achievement and increased percentages of students performing at the Meets and Masters levels on state, district and campus assessments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: 4th grade math performance shows the greatest need for growth, with the lowest percentage of student meeting Approaches level.<br><br>Strategy: Students will engage in small group instruction based on data reviewed at planning to meet their needs.<br>**Strategy's Expected Result/Impact:** Targeted small group instruction will address individual learning gaps, leading to improved student performance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Address achievement gaps among student groups to ensure equitable learning and improved performance for all learners.<br>Strategy: Students will routinely engage in lessons with intentionally planned checks for understanding--such as exit tickets, quick writes, and turn-and-talk discussions--to monitor learning and inform instruction.<br>**Strategy's Expected Result/Impact:** routine checks for understanding will help teachers to identify learning gaps in real time, allowing for adjustment to targeted instruction that increases student comprehension, engagement, and achievement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: in the 2025-2026 school year, we will offer numerous student engagement organizations outside the school day that include: 2nd and 3rd grade dance team, 4th and 5th grade dance team, Student Council, Kindness Crew, Tech Headz (technology club), and Choir.<br>**Strategy's Expected Result/Impact:** student engagement will increase due to the variety of the organizations being offered<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: in the 2025-2026 school year, we will encourage staff to participate in spirit events to engage with students and families outside the school day such as PTO sponsored Spring Carnival, monthly restaurant spirit nights, and attending student games and/or outside activities.<br>**Strategy's Expected Result/Impact:** Stronger school culture and connections, with students feeling valued and more engaged through increased staff presence at family and community events. |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing the structured literacy lessons from the HMH curriculum.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Regular participation in the AMIRA program and use of its data will help teachers tailor instruction to individual student needs, improving reading fluency, comprehension, and overall literacy growth.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH structured literacy lessons.<br>**Strategy's Expected Result/Impact:** Daily instruction using HMH structured literacy lessons will ensure students master foundational TEKS, leading to stronger reading skills, improved comprehension, and overall academic growth.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** To provide strong foundational skills Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** This will strengthen phonemic awareness and provide students with a solid foundation in early literacy and support long-term reading success. |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Using data to differentiate literacy instruction will provide targeted support for students' individual needs, leading to improved reading skills, higher engagement, and increased academic growth.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Teachers will create and maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Teachers will track student progress more effectively, identify learning gaps early, and provide targeted support, leading to improved student outcomes and growth.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Regular AMIRA use and data-driven instruction will increase the percentage of students meeting the 50% reading mastery benchmark and improve overall reading proficiency.<br>.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided curriculum).<br>**Strategy's Expected Result/Impact:** Daily instruction of foundational TEKS will strengthen students' mastery of essential skills.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Data-driven differentiated literacy instruction will address individual student needs, leading to higher reading mastery rates and increased overall student proficiency.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** High-quality, TEKS-aligned instruction with rigorous learning experiences and manipulatives will deepen students' understanding of math concepts, leading to increased percentages of students meeting or exceeding their MAP RIT score and demonstrating annual growth.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Daily math fluency activities will strengthen computational skills and efficiency, supporting increased student achievement and growth on MAP assessments.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Consistent modeling and use of a problem-solving process will enhance students' critical thinking and application skills, leading to improved math proficiency and growth on MAP assessments.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Small group instruction will provide targeted support for individual learners, improving understanding of math concepts and increasing student performance and growth on MAP assessments.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Tracking student progress through a Progress Monitoring Notebook will allow teachers to identify learning gaps and adjust instruction, leading to improved math proficiency and measurable growth on MAP assessments.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Using math manipulatives will deepen students' conceptual understanding of math TEKS, leading to stronger problem-solving skills, increased engagement, and higher achievement on MAP assessments.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialists |

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 practices will be implemented.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: Train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, multiple lessons on safety will be taught in the classrooms, safety information will be shared with families, information on drills will be shared with families, there will be ongoing safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds resulting in a consistently safe and secured learning environment.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, ISs, Teachers |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines resulting in students, staff, and families feeling prepared if an emergency situation was to arise on campus.<br>**Staff Responsible for Monitoring:** Principal, EOP Representative |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports maintenance of a 95% or higher overall attendance rate.<br>This plan will include an incentive for students with two or less absence each nine weeks.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences).<br>This plan will include teacher contact at 7 absences.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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 |
|---|
| **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. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APs will work to reteach appropriate school behaviors and keep students in class and on our campus.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%.<br>**Staff Responsible for Monitoring:** Teachers, APs, Principal |
| **Strategy 2 Details** |
| **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. We will hold class meetings each week to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate each month that staff get perfect attendance with a certificate and staff bucks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** APs, Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: #EachOneTeachOne on-campus professional development where teacher leaders teach others and teachers self-select what they need to learn - happening twice per semester. Redhawk Reflection staff blog - staff members take turns sharing best practices in our weekly staff blog. CFISD's Digital Learning Conference, Lead4Ward consultant for 2nd-5th grade teachers.<br>**Strategy's Expected Result/Impact:** Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: in the 2025-2026 school year, we will highlight everyday academic excellence twice per month on our social media platforms including either a photo and/or video in our post.<br>**Strategy's Expected Result/Impact:** Families will feel more informed and connected to the school, leading to increased parent engagement and stronger home-school partnerships.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists and Campus Secretary |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: in the 2025-2026 school year, we will highlight a special event, student organization, or parent involvement event at least once per month on our social media platforms including either photos and/or video in each post.<br>**Strategy's Expected Result/Impact:** Increased awareness and celebration of school events will strengthen parent involvement and foster a greater sense of community connection.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists and Campus Secretary |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: in the 2025-2026 school year, each grade level will host a parental involvement event where parents are invited to come to the school during the school day to either see a student product or complete a learning activity with their child.<br>**Strategy's Expected Result/Impact:** parents will have more opportunities to engage in their child's learning, leading to stronger school-home partnerships and increased family investment in student success.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Campus Secretary |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: in the 2025-2026 school year, when an event is in one location and is easily recordable, we will offer a live link and replay option for families who cannot attend in person during the time being offered, such as our spelling bee, PTO general meetings, and 5th grade awards.<br>**Strategy's Expected Result/Impact:** providing virtual access will expand family participation, ensuring more parents can stay connected and engaged in school events<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists and Campus Secretary |

# Cypress-Fairbanks Independent School District

# Sampson Elementary School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br><br>Strategy: Higher level questioning will occur in every classroom. Samples will be written into lesson plans.<br>**Strategy's Expected Result/Impact:** The number of students scoring meets and masters on STAAR assessments will increase by 5%.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br>Strategy: Students will participate in differentiated small group instruction. Teachers will include these groups in their lesson plans each week.<br>**Strategy's Expected Result/Impact:** The number of students scoring meets and masters on STAAR assessments will increase by 5%.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.<br><br>Strategy: Teacher planning sessions will follow a PLC agenda. The principal and assistant principals will attend planning sessions each week to support the use of the PLC agenda.<br>**Strategy's Expected Result/Impact:** The number of students scoring meets and masters on STAAR assessments will increase by 5%.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principals |
| **Strategy 4 Details** |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will increase the number of student activities offered after hours by encouraging and rewarding staff members that agree to sponsor these after school groups.<br>**Strategy's Expected Result/Impact:** The number of student activities offered after hours will increase by 5%.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: We will utilize our PTO, community associations and school sponsors to provide resources for our after school groups.<br>**Strategy's Expected Result/Impact:** The number of students participating in our after school groups will increase by 5%.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist |

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 |
| --- |
| **Strategy 1:** Campus Safety: Safety training will occur at least once a month during faculty meetings and/or grade level meetings, professional development days, etc.<br>**Strategy's Expected Result/Impact:** Sampson staff will be able to direct and assist all students and staff during any type of emergency situation.<br>**Staff Responsible for Monitoring:** Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The counselors will present information from Trauma Informed Resilient Schools Training during August professional development days.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, AP Secretary, PBIS data committee |
| **Strategy 2 Details** |
| **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. All staff members will effectively teach and reward students according to our PBIS- Sampson Strong.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal Counselors, AP secretary, PBIS data committee |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Sampson administrative team will recognize staff members with perfect attendance each nine weeks. (breakfast, duty free lunch, catered lunch, etc.)<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, AP Secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Professional Development Opportunities at Sampson for the current school year will center around differentiation and meeting the needs of the gifted/talented learner.<br>**Strategy's Expected Result/Impact:** Sampson staff will report at 95% or above on the Employee Perception Survey that professional development at the campus met their needs.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Staff Development liaison |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Sampson Elementary will add Instagram to our list of social media handles.<br>**Strategy's Expected Result/Impact:** We hope to reach 10% more followers in our community and beyond by adding a third social media site for Sampson Elementary<br>**Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and instructional specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will ask every grade level and/or team to make at least 2 posts each week on social media.<br>**Strategy's Expected Result/Impact:** The number of posts related to Sampson Elementary will increase by 100% each month.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, counselors and instructional specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will offer a parent/survey in the fall and in the spring to ask for input concerning our parent and community engagement.<br>**Strategy's Expected Result/Impact:** Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will continue to partner with Coles Crossing Dads Club, MUD #364 and #365, and other community organizations to promote parent and community engagement.<br>**Strategy's Expected Result/Impact:** Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors |

# Cypress-Fairbanks Independent School District

## Sheridan Elementary School

## 2025-2026



# Goals

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

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

**Evaluation Data Sources:** STAAR RLA, Math, and Science

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Strengthening First Instruction in Math by focusing on collaborative planning to move to a higher level of teacher discourse to increase teacher content knowledge in grades 3 and 5, specifically.<br><br>Strategy: Use WeClimb data more frequently during collaborative planning sessions.<br>**Strategy's Expected Result/Impact:** At least 90% of collaborative planning sessions will demonstrate evidence of teacher discourse that focuses on sharing strategies, analyzing student work, and discussing data.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

**Strategy 2 Details**

**Strategy 2:** Instructional Focus: Strengthening First Instruction in Math by focusing on collaborative planning to move to a higher level of teacher discourse to increase teacher content knowledge in grades 3 and 5, specifically.

Strategy: Spotlight intense First Instruction with teachers, by Video, PD share sessions, and/or at staff meeting.

**Strategy's Expected Result/Impact:** This will strengthen teacher capacity, promote consistency in high-quality instruction, and improve student achievement by ensuring rigorous and engaging first-teach practices across classrooms, resulting in at least a 5-10% increase in student mastery on unit assessments/benchmarks and STAAR.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening First Instruction in Math by focusing on collaborative planning to move to a higher level of teacher discourse to increase teacher content knowledge in grades 3 and 5, specifically.

Strategy: Focus on the data to guide a focused instructional plan to re-teach TEKS during Closing the Gaps, Tutorials and Camps.

**Strategy's Expected Result/Impact:** This will ensure targeted support for students who are not meeting grade-level expectations, leading to improved mastery, accelerated growth, and a reduction in achievement gaps, resulting in a Decrease in the percentage of students in the Did Not Meet category by at least 5% in each tested area.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists.

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: the Fun Run, Holiday Music Concert, Art activities, Student Leadership activities, Safety Patrol student leadership team, and Field Day and Field trips for Grade 1 and Grade 4 to promote a Well-Rounded education.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries: Class size reductions for teachers in grades 3,5, and P.E to enhance engagement, accelerate learning, and improve student achievement across all subgroups.

2. Extra Duty: 1st - 5th-grade teachers will tutor before/ after school to close the learning gaps. Tutoring will provide personalized, data-driven support to accelerate learning, strengthen TEKS mastery, and close achievement gaps among subpopulations.
Teachers will participate in ongoing, targeted staff development focused on curriculum alignment, instructional best practices, and the use of data to guide teaching. This will enhance teacher capacity, ensure consistency in high-quality instruction, and result in measurable gains in student achievement across all subgroups.

3. Contracted Services: Hands-on Science enrichment experiences through enquiry-based learning with the Garden Lady.

4. Instructional Supplies: Sheridan will purchase printer ink to support teachers' materials in the classroom, STEAM consumables to enrich the curriculum to support hands-on labs, math manipulatives to supplement the curriculum to support hands-on math concepts, tutoring snacks, and any additional supplies to help students reach their expected targets on the CIP target table.
5. Library Books: Purchase updated, diverse, and leveled library books to increase student access to high-quality reading materials. This will promote literacy development, strengthen comprehension and vocabulary, and support academic achievement across all content areas.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Offer enrichment opportunities, such as choir, art, and running club, to increase student engagement, foster creativity and teamwork, and cultivate a stronger sense of belonging.

**Strategy's Expected Result/Impact:** This will enhance student motivation, attendance, and behavior, ultimately leading to improved academic achievement and overall school success.

**Staff Responsible for Monitoring:** Principal, Assistant Principals

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Offer enrichment opportunities, such as choir, art, and running club, to increase student engagement, foster creativity and teamwork, and cultivate a stronger sense of belonging.<br>**Strategy's Expected Result/Impact:** These programs will positively impact student attendance by motivating participation and reducing absenteeism to 3%. Additionally, showcasing student achievements and inviting families to events will strengthen home-school partnerships, encourage active family involvement, enhance communication between parents and the campus, and increase parent attendance at family night by 10%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists. |

| Strategy 9 Details |
| --- |
| **Strategy 9:** We will offer enrichment opportunities, such as choir, art, and running club, to increase student engagement, foster creativity and teamwork, and cultivate a stronger sense of belonging.<br>**Strategy's Expected Result/Impact:** These programs will positively impact student attendance by motivating participation and reducing absenteeism to 3%. Additionally, showcasing student achievements and inviting families to events will strengthen home-school partnerships, encourage active family involvement, enhance communication between parents and the campus, and increase parent attendance at family night by 10%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** We will utilize a data-driven approach to ensure all students meet or exceed their projected RIT scores on MAP assessments and achieve MClass mastery benchmarks. Teachers will analyze assessment data to identify learning gaps and plan targeted, differentiated instruction, including small-group interventions, tutorials, and enrichment opportunities.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Ensure all struggling readers meet or exceed grade-level benchmarks on Amira through targeted interventions, progress monitoring, and family engagement.<br>1) Use Amira assessment data to identify students below mastery level.<br>2) Group students by skill needs for targeted instruction.<br>3)Implement small-group reading interventions focused on phonics, fluency, and comprehension.<br>4) Schedule daily or frequent practice sessions with Amira, supplemented by teacher-led instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Ensure all 4th and 5th-grade students who did not pass the Reading STAAR reach Amira mastery scores through targeted interventions, frequent progress monitoring, and family engagement. We will conduct grade-level team meetings to analyze data and plan targeted interventions. Provide professional development on strategies to accelerate reading growth for struggling readers.<br>**Strategy's Expected Result/Impact:** Improvement in fluency, comprehension, and phonics skills as measured by Amira reports.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** We will ensure all K-2 students demonstrate at least 2% growth in MAP assessment scores through targeted instruction, progress monitoring, and family engagement. We will use MAP data to identify students performing below or near grade-level expectations. Teachers will provide differentiated instruction in reading and math aligned with individual RIT levels.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

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:** Significant progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: Staff will be trained on safety procedures and protocols during August PD and during the school staff meetings.<br>**Strategy's Expected Result/Impact:** Staff will appropriately respond to safety drills and Protocols.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** Conduct Weekly Door Sweeps throughout the year.<br>**Strategy's Expected Result/Impact:** Campus door sweeps will be conducted and documented weekly. We will monitor the door sweeps daily. Any observed issues will be addressed with appropriate personnel.<br>**Staff Responsible for Monitoring:** Assistant Principals |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 96 % overall attendance rate.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences).<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionist, PBIS Committee |
| **Strategy 2 Details** |
| **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. PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, PBIS Committee, Teachers, Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 2025-26 school year, teacher/paraprofessional attendance will increase by 7%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, APs |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc.<br>**Strategy's Expected Result/Impact:** Increased understanding of small group instruction and rigorous teaching practices.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

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 2025-26 school year, parent and family engagement is expected to increase by 10%.

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

**Summative Evaluation:** No progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Weekly posts will highlight student achievements, staff accomplishments, school events, and community partnerships.<br>**Strategy's Expected Result/Impact:** parent and family engagement is expected to increase by 10%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Social media platforms will be used to share timely updates, celebrate successes, and encourage family and community participation in school programs.<br>**Strategy's Expected Result/Impact:** parent and family engagement is expected to increase by 10%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Engagement will be tracked through metrics such as post reach, comments, shares, and event attendance, to increase parent and community interaction by at least 20% over the school year.<br>**Strategy's Expected Result/Impact:** Parent and Community Engagement will increase by at least 20% over the school year<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: To promote academic excellence using social media, the Wall of Fame (attendance and A/B honor roll) is shared in the newsletters and on our website.<br>**Strategy's Expected Result/Impact:** Our parent involvement increases by 10% for each family night.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |

# Cypress-Fairbanks Independent School District

## Swenke Elementary School

## 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthening Tier 1 instruction in all subjects through specific targeted planning, focusing on small group intervention.<br><br>Strategy: RLA: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2025 STAAR, MAP, and mClass)<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Strengthening Tier 1 instruction in all subjects through specific targeted planning, focusing on small group intervention.<br><br>Strategy: Math: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2025 STAAR, MAP, and mClass).<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: Strengthening Tier 1 instruction in all subjects through specific targeted planning, focusing on small group intervention.<br><br>Strategy: Science: Teachers will use assessment data to routinely implement small group instruction that focuses on individual student needs.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, Nurse, and PE teachers |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will promote and publicize our Run Club, with the Superintendent's Fun Run serving as the final event of the season. Teachers and administrators will also be invited to join in the fun!<br>**Strategy's Expected Result/Impact:** By promoting this program, we hope to inspire the creation of additional clubs and activities within our school and the broader community.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: We will continue to build upon our Choir program, offering performances within the community and here at school.<br>**Strategy's Expected Result/Impact:** By promoting this program, we hope to inspire the creation of additional clubs and activities within our school and the broader community.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Campus Safety: Staff will participate in Safety training before the start of school and throughout the school year. Exterior Doors will be checked daily and recorded weekly in district binder.<br>**Strategy's Expected Result/Impact:** Staff will understand all safety measures and follow all procedures. All exterior doors will remain locked and secure at all times.<br>**Staff Responsible for Monitoring:** Administration Team |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

**Goal 6:** 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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports maintenance of a 95% or higher overall attendance rate.<br>This plan will include an incentive for students with perfect attendance each grading period.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APs will work to reteach appropriate school behaviors and keep students in class and on our campus.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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. We will hold class meetings to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals and Counselors |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate staff with perfect attendance and celebrate with the entire staff each time we have 100% staff attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Administrative Team |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before or after school training.<br>**Strategy's Expected Result/Impact:** Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Swenke will develop and establish a marketing community that has one representative from each grade level, that will be able to post on social media.<br>**Strategy's Expected Result/Impact:** We hope to increase our followers by 5%.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and instructional specialists, teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Swenke will develop a posting calendar to ensure regular updates (weekly highlights, monthly celebrations, and timely announcements).<br>**Strategy's Expected Result/Impact:** The number of posts related to Swenke Elementary will increase by 100% each month.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and instructional specialists, teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Offer engagement opportunities at various times (morning, evening, virtual) to accommodate different work schedules.<br>**Strategy's Expected Result/Impact:** Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Use multiple platforms (social media, Remind, newsletters, phone calls) in to ensure everyone receives important information.<br>**Strategy's Expected Result/Impact:** Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.<br>**Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors |

# Cypress-Fairbanks Independent School District

# Tipps Elementary School

# 2025-2026



# 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 Reading, Math and Science results

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: RLA<br><br>Strategy: All RLA teachers will receive instructional coaching and professional development on how to plan and implement resources with fidelity. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialist (ELAR) , Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Math<br><br>Strategy: All math teachers will receive instructional coaching and professional development in providing engaging, interactive and differentiated lessons and how to implement the curriculum with consistency. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal, Principal |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Science, with a focus on African American and Emergent Bilingual students.

Strategy: Science teachers will teach students, with a focus on African American and Emergent Bilingual students. Teachers will provide instruction in targeted vocabulary by utilizing the QSSSA strategy to ensure students are using academic language. They will also utilize SPARC activities, Lead4ward activities, and district and campus-created activities. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Science Specialist, Assistant Principals, Principal

**Strategy 4 Details**

**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:** Physical Education Coach, Assistant Principals and Principal

**Strategy 5 Details**

**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: After school tutorials, student organizations (choir, student council, etc.)

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Staff sponsors, Assistant Principals

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Professional Development - The leadership team, teaching staff and para-professionals will attend professional development locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms which will assist in meeting the goal as specified in the campus CIP.
2. Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding instructional targets.
3. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed instructional targets.
4. Technology Supportive Tools - Monitors, laptop stands and other instructional technology tools to support the instructional environment for teachers.
5. Testing Strategies - Provide support with testing to ensure student success.
6. Replenish books in the book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.

**Staff Responsible for Monitoring:** Teachers, Librarian, Instructional Specialists, Assistant Principals, Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Hosting diverse after school programs such as Hispanic Heritage Night, QSSSA, Get Your Teach On Strategies, Project Class.

**Strategy's Expected Result/Impact:** Hosting after school organizations improves student engagement by expanding learning opportunities, building relationships, supporting diverse interests, and strengthening school-community connections which all contribute to higher motivation, better attendance, and deeper investment in learning.

**Staff Responsible for Monitoring:** Principal, Sponsor teachers

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Improving communication and providing parent engagement opportunities while providing childcare.

**Strategy's Expected Result/Impact:** Improving communication and providing parent engagement opportunities with childcare available, removes barriers, strengthens partnerships, builds trust, and aligns support between home and school. These factors create a more connected support system for students, which leads directly to higher motivation, improved attendance, and stronger engagement in their learning.

**Staff Responsible for Monitoring:** Principal, Classroom teachers

**Strategy 9 Details**

**Strategy 9:** Evidence-based school improvement strategy: We will closely evaluate the data of our continuously enrolled students. We will provide acceleration in math and reading foundations through interventions such as Closing the Gap, small groups pull out during the day, tutoring and Saturday Camp. We will build the capacity of teachers through professional development and extended planning. Instructional Specialist will model for teachers.

Campus monitoring plan: Principal, Assistant Principal and Instructional Specialist will monitor through We Climb observations, planning support and data digs. We will look specifically at this group and monitor their progress after each District assessment.

District monitoring plan: Tipps is a CFISD Monitor school.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: Title I funds will be reallocated to extended planning coverage, tutorials, and interventionists.

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** Continuously enrolled student performance goals:
RLA Meets or Higher: 47%
Math Meets or Higher: 51%
Student Success (Domain I Component Score): 48 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

**Evaluation Data Sources:** MAP Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process and check for understanding.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Princpal |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus Safety: By the end of the current school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion.<br>**Strategy's Expected Result/Impact:** Staff and students will learn, practice and apply ROAR expectations in all settings at school. These practices will result in a decrease of office referrals by 10%.<br>**Staff Responsible for Monitoring:** PBIS Leadership Team, Behavior Coach, Assistant Principals |

| Strategy 2 Details |
|---|
| **Strategy 2:** Campus Safety: Recognize and promote safe practices involving drugs and alcohol in the community. Highlight strategies that will keep students safe during Red Ribbon Week and all year through our PBIS lessons.<br>**Strategy's Expected Result/Impact:** Students will develop healthy habits and stay safe by understanding and using ways to stay drug and alcohol free. Students will be an advocate for others in dangerous situations.<br>**Staff Responsible for Monitoring:** Counselors, Assistant Principals, Principal |

| Strategy 3 Details |
|---|
| **Strategy 3:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** EOP Campus Representative, Principal |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Student Attendance: Students will be recognized for perfect attendance each nine weeks. Staff will contact students who are absent for 3 or more days to determine reason for absence.<br>**Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 95%.<br>**Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Student Attendance: Student attendance certificates will take place at the end of each nine weeks. We will provide parents with information about the importance of attendance through our monthly newsletter.<br>**Strategy's Expected Result/Impact:** Increase student attendance to 95% for the school year.<br>**Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **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. Our students will participate in a variety of activities that will foster a positive culture of acceptance and accountability. Activities will include Cy-Fair Sam presentations, PBIS Matrix/Project Class implementation, and character development counselor presentations.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Behavior Coach, Counselors, Principal, Assistant Principal |

| Strategy 2 Details |
|---|
| **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. By the end of the current school year, campus staff will implement the PBIS practices 95% of the time.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Behavior Specialists, Assistant Principals |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 25% from the previous year.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly with a certificate and special shoutout.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 25%.<br>**Staff Responsible for Monitoring:** Counselors, Assistant Principal, Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Teacher/Paraprofessional Retention activities to promote a culture of teamwork and celebration. Each month, the campus staff will be celebrated through thank you notes, special dress days, special snacks, catered meals and/or other incentives to celebrate their work. We will implement team builders throughout the school year.<br>**Strategy's Expected Result/Impact:** Increase in morale across the campus resulting in 88% or higher on the Employee Perception Survey.<br>**Staff Responsible for Monitoring:** Principal, Administrative Team, Campus Secretary |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will participate in the Sibme coaching program.<br>**Strategy's Expected Result/Impact:** 100% of our teachers will receive coaching on a specific area of growth through the Sibme platform..<br>**Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals, Principals |
| **Strategy 2 Details** |
| **Strategy 2:** High-Quality Professional Development: Teachers will participate in the Project Class Program and implement the PBIS Program to support classroom management.<br>**Strategy's Expected Result/Impact:** Teachers will implement the Project Class and PBIS Matrices Behavior Expectations of all students throughout the school year at 95% success rate as measured by office referrals. This will give teachers the skills to deescalate behavior and teach appropriate social skills to students.<br>**Staff Responsible for Monitoring:** PBIS Leadership Team, Assistant Principals |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: As a campus we will post weekly to social media.<br>**Strategy's Expected Result/Impact:** Posting at least once a week helps improve parent and family engagement by keeping families informed, building community, removing barriers to communication, highlighting involvement opportunities, and strengthening trust. This consistent and accessible outreach encourages more families to participate actively in their child's education and the life of the school.<br>**Staff Responsible for Monitoring:** Principal, Teachers |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: We will highlight student life and instruction on social media.<br>**Strategy's Expected Result/Impact:** Highlighting student life and instruction through social media helps improve parent and family engagement by building trust, strengthening connections, supporting learning at home, celebrating students, and making communication more accessible. These outcomes encourage families to become active partners in their child's education and more deeply involved in the school community. |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: We will offer a more flexible schedule of events for parents and families.<br>**Strategy's Expected Result/Impact:** Offering flexible scheduled events improves parent and family engagement by removing barriers, showing respect for families' needs, strengthening communication, fostering inclusivity, and aligning support for student learning. As a result, more families can participate consistently and meaningfully in their child's education.<br>**Staff Responsible for Monitoring:** Principal, teachers |

| Strategy 4 Details |
|---|
| **Strategy 4:** Improving Parent and Community Engagement: We will communicate more frequently and provide more advance notice of events.<br>**Strategy's Expected Result/Impact:** Communicating more and giving advance notice of events improves parent and family engagement by increasing participation, building trust, removing barriers, encouraging collaboration, and showing that family involvement is valued. These efforts create stronger partnerships that directly support student success and engagement.<br>**Staff Responsible for Monitoring:** Principal, teachers |

# Cypress-Fairbanks Independent School District

# Walker Elementary School

# 2025-2026

# 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 |
|---|
| **Strategy 1:** Instructional Focus: Improve the percentage of students achieving Meets and Masters through intentional focus on deep comprehension and vocabulary development.<br><br>Strategy: Small groups based on performance bands (approaches, meets, and masters), rigorous questioning, targeted interventions, effective progress monitoring and goal setting with students will be reinforced during planning sessions and followed up with data meetings for fidelity.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Raising the percentage of students meeting and mastering grade-level standards by increasing conceptual understanding/comprehension and problem solving proficiency (multi-step).<br><br>Strategy: Planning intentional number talks to build math reasoning and discussion, sprialed reviews, math fluency interventions, targeted support (small groups and ICS strategies) for Sped and African American students, student data tracking tools and goal setting with students will be reinforced during planning sessions and followed up with data meetings for fidelity.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** PE teacher and Principal |

**Strategy 4 Details**

**Strategy 4:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - Reading and Math Interventionists will provide extra support in classrooms with a focus on fluency and comprehension for students that are in need. Kindergarten and 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. A paraprofessional will provide extra assistance with small groups in 1st and 2nd grade. Behavior Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing social skills and emotional regularity.
2. Outside Garden instruction - Monthly lessons for 2nd grade and other grade levels K-5 will attend two outdoor garden lessons that align with Science TEKS and the current curriculum. Students will plant, maintain and harvest in addition to the lessons led by a garden consultant.
3. Professional Development: Shonda Guthrie - Phonics instruction will be provided by consultant Shonda Guthrie. The focus will be implementation and planning of phonics initial instruction and small group instruction by grade level.

**Staff Responsible for Monitoring:** Instructional Specialists, Teachers, Assistant Principals and Principal.

**Strategy 5 Details**

**Strategy 5:** Improving Student Engagement: Survey students to identify their interests and use the results to create new clubs or programs that reflect their needs and passions.

**Strategy's Expected Result/Impact:** This strategy will ensure that student voices are heard and valued in shaping the school experience. By aligning extracurricular offerings with student interests, the campus will foster a stronger sense of belonging, increase student engagement and promote positive school culture. As a result, overall campus morale and connectedness will improve - contributing to higher student satisfaction and academic motivation.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and teachers.

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Offer leadership training and create meaningful roles for students to mentor younger peers or lead campus initiatives.

**Strategy's Expected Result/Impact:** This strategy will empower students to take ownership of their school community by developing leadership skills, building confidence, and fostering a sense of responsibility. These opportunities will enhance student engagement, promote positive behavior, and strengthen peer relationships. As a result, the campus will see improved student morale, stronger student voice and increased participation in school-wide efforts that support both academic and social-emotional growth.

**Staff Responsible for Monitoring:** Principal and Counselors.

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

**Performance Objective 1:**STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-50 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Specialists and Principal |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. More natural consequences and limit time away from initial classroom instruction.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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. Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Counselors, Behavior Interventionist, Assistant Principals and Principal. |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 15%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 15%.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings.<br>**Strategy's Expected Result/Impact:** Vertically aligned campus in all subject areas.<br>Providing teachers with opportunities to successfully navigate digital learning and future ready skills.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal. |

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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Create a content calendar that outlines weekly themes to focus on, post regularly across platforms using visuals and hashtags, and assign a dedicated team to manage content creation.<br>**Strategy's Expected Result/Impact:** This strategy will lead to more consistent and engaging communication with families and the school community. A dedicated content team will ensure high-quality, timely, and relevant content, resulting in increased parent engagement, improved perception of the campus culture and stronger support for school programs and events.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, content team and teachers. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Improving Social Media Presence: Create a monthly "Campus Highlights" video or picture recap to share with the community that captures campus events, student and staff achievements, and academic milestones.<br>**Strategy's Expected Result/Impact:** This strategy will strengthen school-to-home connections by providing families and community members with a clear and engaging window. This will showcase the positive culture of the campus, celebrate student and staff accomplishments and highlight academic success. As a result our community will feel more informed, included, and invested in the school's success.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, content team and teachers. |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Improving Parent and Community Engagement: Develop clear, accessible communication channels by providing translated materials, utilizing multiple platforms (emails, texts, social media), and offering regular family information sessions.<br>**Strategy's Expected Result/Impact:** This strategy will ensure that all families - regardless of language or preferred method of communication - receive timely, relevant, and understandable information about school events, expectations, and student progress. The result will be stronger family-school partnerships, increased attendance at school events, and more equitable engagement across diverse populations, all contributing to improved student outcomes.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, content team and teachers |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: Create a parent engagement calendar that includes all school events, volunteer opportunities, and academic workshops shared at the start of each term. Provide regular reminders through newsletters, social media, and phone calls to keepensure families know how they can be involved.<br>**Strategy's Expected Result/Impact:** This strategy will provide families with a clear and predictable roadmap for how they can be involved throughout the school year. By organizing the communicating opportunities in advance - and - reinforcing them with consistent reminders - the school will reduce confusion, increase participation and foster a welcoming environment. As a result, more families will engage and lead to a stronger school-community partnership.<br>**Staff Responsible for Monitoring:** All staff members. |

# Cypress-Fairbanks Independent School District

# Warner Elementary School

# 2025-2026



# 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 |
|---|
| **Strategy 1:** Instructional Focus: Strengthen first time best instruction through specific targeted planning.<br><br>Strategy: We will be planning and targeting the lesson with higher-order questioning.<br>**Strategy's Expected Result/Impact:** By planning and targeting the lesson with higher order questioning, more students will show growth, and this will increase our number of students moving from "Meets" to "Masters".<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists. |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthen our first time best instruction by targeted planning in the area of differentiation to meet all students' needs.<br><br>Strategy: By providing targeted planning in the area of differentiation, teachers will be able to provide targeted instruction to all students.<br>**Strategy's Expected Result/Impact:** The number of students should increase from "Meets" to "Masters".<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists. |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Strengthen first time best instruction in all subject areas through specific targeted planning.<br><br>Strategy: Teachers will come to planning with a breakdown of the most recent data to target student groups for small group instruction.<br>**Strategy's Expected Result/Impact:** The number of students should increase from "Meets" to "Masters".<br>**Staff Responsible for Monitoring:** Principal, Assistant principal. Instructional Specialists. |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, Assistant principals, Instructional specialist, Teachers. |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will promote active learning by providing hands-on experiences, encouraging peer collaboration, and giving students a voice and choice in their learning.<br>**Strategy's Expected Result/Impact:** Student engagement will increase as students participate in more hands-on activities and collaborate with their peers.<br>**Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals, Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase.<br>**Staff Responsible for Monitoring:** Instructional Specialist, Teachers, Assistant Principal, Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Utilizing the ARMIA program all students will complete between 30-60 minutes per week. The data gathered through AMIRA will be used to adjust instruction as well as grouping of students.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal. Assistant Principal, Instructional Specialist, Teachers |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers |

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

**Performance Objective 1:** District Performance Objective 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will deliver rigorous, TEKS-aligned instruction using manipulatives and technology to actively engage students.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers. |

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 |
| --- |
| **Strategy 1:** Campus Safety: Warner Elementary will continue to train staff on safety methods, drills and safety plans once a month.<br>**Strategy's Expected Result/Impact:** All staff members will understand and know how to assist in the event of an emergency.<br>**Staff Responsible for Monitoring:** Administrative team, |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Administrative Team |

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. We will call grade levels over the announcements if their attendance was 95% or above for the previous week. Students will be recognized for perfect attendance with a bracelet and if they have their bracelet on the day we call a surprise reward for them. At the end the year all names with perfect attendance will go into a drawing for a surprise reward.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Princpals. |

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.

**High Priority**

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details |
|---|
| **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. We will continue using project safety monthly lessons, the counselor will continue core essential values, bully prevention, guidance lessons, character trait lessons monthly with students. Staff has been trained on suicide prevention. TIPLINE-used to report bullying anonymously. We will continue to assign adult mentors and PALS at Cy-Ranch HS to work with our students.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, PBIS committee |
| **Strategy 2 Details** |
| **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. We will continue to use the PBIS as a school-wide behavior incentive program, to ensure appropriate behaviors are consistently taught and expected. We have move to a digital program to recognize students showing their Warner PRIDE, parents are able to log in to see how their children are doing.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** All Staff |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee, Counselors, PBIS committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 be at 95% or higher.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff will be recognized for each 9 weeks for perfect attendance, semester perfect attendance and full year perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3.25%.<br>**Staff Responsible for Monitoring:** All |
| **Strategy 2 Details** |
| **Strategy 2:** Warner will provide incentives and recognize staff members who achieve perfect attendance each marking period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3.25%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Guided Reading training with Shonda Guthrie, math training with Garland Linkenhoger training, schoology, Digital Learning Conference<br>**Strategy's Expected Result/Impact:** Increased technology within the classroom lessons, provide hands on math instruction, schoology lessons for on line learning.<br>**Staff Responsible for Monitoring:** Administrative team |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Warner staff will attend professional development that directly supports student learning and achievement. Using data from WeClimb, planning sessions, and teacher input, we will identify specific areas of need.<br>**Strategy's Expected Result/Impact:** Increased student growth.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal and Principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Warner currently maintains an X page and has recently added Facebook and Instagram pages to enhance communication and engagement.<br>**Strategy's Expected Result/Impact:** We hope to reach more parents and community members by having a bigger presence on social Media.<br>**Staff Responsible for Monitoring:** Administrative team, Social Media Ambassadors |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Each grade level or department has a designated social media ambassador. Our goal is for ambassadors to share pictures or videos weekly, highlighting the great things happening at our school.<br>**Strategy's Expected Result/Impact:** We aim to increase both the frequency of posts and our overall presence on social media.<br>**Staff Responsible for Monitoring:** Administrative team, Social Media Ambassadors. |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will create additional opportunities for volunteers to actively participate in school events.<br>**Strategy's Expected Result/Impact:** Increased parent and community involvement by 5%.<br>**Staff Responsible for Monitoring:** Administrative team |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will continue collaborating with community members, local business representatives, and parents to create more opportunities for engagement and presence at the school.<br>**Strategy's Expected Result/Impact:** Increase in parent and community involvement by 5%.<br>**Staff Responsible for Monitoring:** Administrative Team |

# Cypress-Fairbanks Independent School District

# Wells Elementary School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

# Goals

**Revised/Approved: September 19, 2025**

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 |
|---|
| **Strategy 1:** Instructional Focus: RLA<br><br>Strategy: Teachers will plan explicit, targeted small group instruction and opportunities that promote student voice using strategies from Shonda Guthrie and Eric Sheninger that focus on the personalized needs of students, specifically targeting our emergent bilingual and special education populations.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: RLA<br><br>Strategy: Teachers will attend Karen Lowery storytelling sessions and participate in classroom challenges to improve writing and achieve student growth.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Math<br><br>Strategy: Teachers will use student work samples to plan for small group instruction using strategies from Garland Linkenhoger and Eric Sheninger that focus on individual student needs, specifically in our African American and special education populations.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist |

**Strategy 4 Details**

**Strategy 4:** Instructional Focus: Science

Strategy: Teachers will use assessment data to routinely implement small group instruction using strategies from Eric Sheninger that focus on individual student needs, specifically in our special education population.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist

**Strategy 5 Details**

**Strategy 5:** 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:** PE Teachers and AP's

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Teachers will utilize choice boards, playlists, flexible grouping, self-pacing, and other student centered strategies from professional development sessions with Eric Sheninger to encourage individualized student learning throughout the school year.

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Teachers will use classroom and assessment data to identify small groups in need of enrichment or intervention and empower these students by providing them with individualized opportunities (eg. choice boards, playlists, differentiated resources) to pursue rigorous learning pathways that meet their individual needs.

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers

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 |
| --- |
| **Strategy 1:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year.<br>**Strategy's Expected Result/Impact:** Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols.<br>**Staff Responsible for Monitoring:** Principal & EOP Representative (AP) |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal and EOP Representative |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95.21% overall attendance rate.<br>Student Initiative Attendance Plan - Weekly: Fun Friday (10-minute activity) for exemplary attendance. Monthly: Attendance Prize Raffles. Quarterly: Attendance Celebrations & Attendance ; Recognition on Advisory<br>**Strategy's Expected Result/Impact:** 95.21% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals & Classroom Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95.21% overall attendance rate<br>**Staff Responsible for Monitoring:** Registrar, Classroom Teachers, Counselor, Assistant Principals & Principal |

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 |
| --- |
| **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. Continue use of our effective systems and PBIS strategies.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 2 Details** |
| **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. We have an extremely low number of office referrals driven by a few students. We will continue our effective systems and PBIS strategies in order not to exceed 5% of our student population.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Principal, AP's, Campus Secretary |
| **Strategy 2 Details** |
| **Strategy 2:** Staff will be recognized quarterly for exemplary attendance.<br>**Strategy's Expected Result/Impact:** Increase staff attendance by 3%<br>**Staff Responsible for Monitoring:** Principal and Assistant Principals |

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 and personalized professional development based on identified needs.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** High-Quality Professional Development: Provide and promote a menu of options for professional development that allow for flexibility in format and a variety of topics relating to our campus and individual teacher goals.<br>**Strategy's Expected Result/Impact:** Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices.<br>**Staff Responsible for Monitoring:** Principal, IS's, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Professional Development: Shonda Guthrie Primary Phonics. We will have all K-2nd ELAR teachers, along with the ELAR Instructional Specialist, attend phonics training to align instruction with state standards and curriculum.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables<br>**Staff Responsible for Monitoring:** ELAR Instructional Specialist, Assistant Principals, & Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will have all of our Kinder-5th grade teachers attend professional development sessions and receive coaching from Eric Sheninger, consultant. The focus is on personalized learning with increased rigor to assist with all students making at least a year's growth, focusing on our higher students.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables<br>**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Professional Development: N2 Learning Teacher Institute. We have 1 teacher per grade level, plus our Math/Sci IS, that will be attending this cohort that will meet 6 times throughout the year to focus on engagement and strategies aligned with personalized learning for all students.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables<br>**Staff Responsible for Monitoring:** ELAR Instructional Specialist, Assistant Principals and Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** We will have all of our K-5 math teachers attend professional development sessions with Garland Linkenhoger, math consultant.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables<br>**Staff Responsible for Monitoring:** Math Instructional Specialist, Assistant Principals, & Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Consistently post our "High 5 Fri-YAY" campus celebrations spotlighting excellence around our campus. We will share these weekly on video announcements and will add the photos to Facebook, Instagram, and our campus app. We will provide visuals for events and experiences happening in our school to educate the parents/community about the opportunities our Explorers have at Wells.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Following big events, we will consistently share photo slideshows/videos to highlight the event or accomplishment on Facebook, Instagram, and our campus app. We will celebrate the experience and allow those not able to participate to have a visual of the students, parents, and staff during the event.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will expand our volunteer base by increasing our VIPS outreach and recruitment frequency.<br>**Strategy's Expected Result/Impact:** Increased parent engagement and involvement.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will utilize our public relations and community engagement VIP Liaison to make more connections with local business and community members.<br>**Strategy's Expected Result/Impact:** Increased community engagement.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Willbern Elementary School

# 2025-2026



# 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 37% 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 |
|---|
| **Strategy 1:** Instructional Focus: We will ensure high-quality, standards-based first instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.<br><br>Strategy: Students will participate in rigorous lessons developed during planning.<br>**Strategy's Expected Result/Impact:** Increased student achievement data<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: We will ensure high-quality, standards-based first instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.<br><br>Strategy: Students will engage in small group instruction based on data to meet their needs.<br>**Strategy's Expected Result/Impact:** Increased student achievement data<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: We will ensure high-quality, standards-based first instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.<br><br>Strategy: Students will apply strategies that are vertically aligned.<br>**Strategy's Expected Result/Impact:** Increased student achievement data<br>**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Young Men of Honor, Girl Power, Glow Squad. Ed Tech, Family Fitness Nights, Field Trips.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principal and Principal

**Strategy 6 Details**

**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 - The content interventionist and behavior coach to support teachers in the classroom

Sub pay - For long range planning for STAAR teachers to improve instructional planning

Field Trips- We will send Kindergarten through 5th grade on a field trip to enrich their experiences and help develop schema.

PBIS supplies - Students will earn incentives using PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

Extra Duty Pay- Staff members will be paid for extended planning for participating in parent events

Parent Involvement: We provide opportunities such as multicultural night, planting with parents, pumpkins with parents, art day, Watch Dog Dad night, book fair nights

Temporary Worker - This worker will provide provide intervention and testing coordinator

Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Improve student engagement by using the live morning announcements to promote events and opportunities.

**Strategy's Expected Result/Impact:** Increased participate in student events

**Staff Responsible for Monitoring:** Principal Assistant Principal, Counselors, Teachers

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We will provide different opportunities based on the interests of students before or after school.<br>**Strategy's Expected Result/Impact:** Increased participate in student events<br>**Staff Responsible for Monitoring:** Principal Assistant Principal, Counselors, Teachers |

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 94% 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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructionals Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructionals Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** EditRemove<br>We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructionals Specialist |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist |

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 |
| --- |
| **Strategy 1:** Campus Safety: Administration will provide opportunities for discussion and direct instruction on safety protocols at Willbern Elementary on a monthly basis through staff newsletters and direct feedback.<br>**Strategy's Expected Result/Impact:** 100% of students and staff will be aware of and comply with all safety measures and protocols.<br>**Staff Responsible for Monitoring:** AP, Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principal, Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Counselors provide monthly guidance lessons to teach coping skills and emotional regulation.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Counselors, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will implement PBIS Reward system to build upon our focus on positive behavior supports.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** BI, AP |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 to 98%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff will be recognized twice a 9 weeks for perfect attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase to 98%.<br>**Staff Responsible for Monitoring:** Campus Secretary, Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff development will be offered to staff based on needs based surveys to include content-specific consultants, book studies, and new teacher academies.<br>**Strategy's Expected Result/Impact:** Increased student achievement toward meeting all CIP targets under Goal 1.<br>**Staff Responsible for Monitoring:** Principal |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: We will specifically discuss the logistics of events, delegate the responsibilities, who will capture pictures and create the image through our leadership team.<br>**Strategy's Expected Result/Impact:** Increased participation in family events and decrease in student mobility<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will purposefully make regular social media posts highlighting school and classroom activities/lessons, student of the week, upcoming community events, and field trips.<br>**Strategy's Expected Result/Impact:** Increased participation in family events and decrease in student mobility<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement:Use multiple forms of communication such as Remind, social media, Whale Tales, and flyers for Tuesday Folders.<br>**Strategy's Expected Result/Impact:** Increased participate in PAFE events<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement:We will also offer childcare to non-school wide events.<br>**Strategy's Expected Result/Impact:** Increased participate in PAFE events<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist |

# Cypress-Fairbanks Independent School District

# Wilson Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: First-time instruction will be provided through engaging lessons and rigorous questioning techniques that provide students with the opportunity to engage in content conversations, deeply comprehend, understand vocabulary, problem solve, and use hands-on materials.<br><br>Strategy: Students will participate in differentiated small group instruction guided by teacher weekly planning sessions and grouping strategies written into weekly lesson plans.<br>**Strategy's Expected Result/Impact:** Improve the percentage of students moving from approaches to meets and meets to masters.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: First-time instruction will be provided through engaging lessons and rigorous questioning techniques that provide students with the opportunity to engage in content conversations, deeply comprehend, understand vocabulary, problem solve, and use hands-on materials.<br><br>Strategy: Students will participate in engaging lessons that include higher level questions that were specifically written into weekly lesson plans.<br>**Strategy's Expected Result/Impact:** Improve the percentage of students moving from approaches to meets and meets to masters.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: First-time instruction will be provided through engaging lessons and rigorous questioning techniques that provide students with the opportunity to engage in content conversations, deeply comprehend, understand vocabulary, problem solve, and use hands-on materials.<br><br>Strategy: Students will participate in lessons that are planned, prepared with all materials, visual supports, ect, and consistently ready for implementation upon student arrival, using scaffolds to support students as needed.<br>**Strategy's Expected Result/Impact:** Improve the percentage of students moving from approaches to meets and meets to masters.<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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:

Soccer Club, Playground Clean Up Crew, PALS with Wilson 5th grade and Kinder & Cy Lakes HS(2nd grade), Wilson Basketball Team, 1st grade Houston Ballet, Student Council, 5th Grade Choral Festival, Name that Book, Spelling Bee for grades 3-5, College and Career Week, Red Ribbon Week, The Beauty of Wilson (Multicultural PK-5), Wilson Science Fair PK-5, Technology Showcase, Da Vinci Day, GT/Horizon Showcase, Math and Reading Camps, tutoring/enrichment programs for grades 2-5, Girls with Pearls, Running Club, Art Club, Choir, Step Team, and a variety of different clubs.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - Behavior specialist and additional para professional support will assist with meeting our students' goals in all content areas.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development opportunities and workshops to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building. This will assist in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3. PBIS Platform and Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

4. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

5. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

6. Parent Involvement - We will increase parent involvement throughout the year with different events like Yeehaw Night, Coffee and Conversations with the principal, Sip & Stroll, Game Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

7. Supplies - Classroom supplies needed to increase hands on activities and student engagement and support our instructional goals as specified in the CIP.

8. Temporary Works-Retired teachers/Interventionists will collaborate with teachers pull small groups throughout the instructional day to assist with bridging student learning gaps.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will incorporate movement throughout lessons.

**Strategy's Expected Result/Impact:** Increase student engagement

**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We will have students complete a survey on what they would like to see added to Wilson to help with student engagement.<br><br>Clubs and Organizations: Offer academic, interest-based, and service clubs that align with student passions.<br>Leadership Opportunities: Create opportunities where students can take on meaningful roles.<br>Tutoring and Academic Support: Provide after-school tutoring.<br>Arts, Sports, and Enrichment: Encourage participation in art club, physical movement, and creativity.<br>Family and Community Events: Involve students in planning and hosting school events, cultural nights, or family engagement activities.<br>**Strategy's Expected Result/Impact:** Increase student engagement<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons, Heggerty, Amira, small group instruction to address specific student needs, collect and analyze student data, collaboration with parents on how to help at home, provide additional interventions with temp workers/interventionists for students who are not meeting standards.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons, Heggerty, Amira, small group instruction to address specific student needs, collect and analyze student data, collaboration with parents on how to help at home, provide additional interventions with temp workers/interventionists for students who are not meeting standards, and IXL for 2-3.<br>**Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading Amira assessment will increase.<br>**Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Data analysis, differentiated small group instruction, 30 minutes of Amira and IXL, and engaging lessons.<br>**Strategy's Expected Result/Impact:** 90% of 4-5 will be at meets or better, 60% will be at approaches, 30% will be at mastery level for every assessment.<br>**Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Provide rigorous, engaging lessons, analyze data to drive instruction, small group instruction, minimize transitional times to maximize learning.<br>**Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase .<br>**Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal |

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 |
|---|
| **Strategy 1:** Campus Safety:<br>Train all faculty and staff on Emergency Operations Plan and Crisis protocols.<br>Train staff and parents on safety language and procedures (i.e. Lockout, Lockdown, Shelter, Hold, etc.)<br><br>Inform staff and parents of the reunification process and procedures.<br><br>Have plan in place for campus notification and make staff and parents aware of the messaging system, if ever there were an emergency.<br><br>Train front office staff on receptionist and front desk expectations, customer service and role in an emergency<br>**Strategy's Expected Result/Impact:** Create opportunities to rehearse procedures in case of an emergency.<br><br>Create a safe learning and working environment for all students, faculty and staff.<br><br>Increase safety drill language and expectations.<br>**Staff Responsible for Monitoring:** Principal<br>EOP Coordinator (AP)<br>All staff |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal<br>EOP (AP) |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, BC, At-Risk |

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 |
| --- |
| **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. At Wilson we will implement Project Safety Lessons, Guidance lessons, and our campus will continue to implement Kindness Lessons.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Counselors, Behavior Coach, APs, Principal |

| Strategy 2 Details |
| --- |
| **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.<br>At Wilson, we will implement the following strategies to support Restorative Discipline:<br>Orientations for new students<br>Project Safety, daily class meetings<br>Tipline<br>Digisafe<br>Student Code of Conduct Meetings<br>Consistent communication with families<br>Work with parents on parenting skills and technology awareness.<br>Provide staff with restorative practices training and classroom management Professional Development.<br>Participate in PBIS<br>Student club opportunities<br>Wilson Student Pledge and Wilson Student Handbook (PBIS)<br>PALS<br>Community Mentors<br>Round Up Wranglers-staff mentors<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Behavior Coach, APs, Principal |

**Strategy 3 Details**

**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

**Strategy 4 Details**

**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)

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 20%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20% by implementing attendance incentive plan.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 20%.<br>**Staff Responsible for Monitoring:** AP, Principal |

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, 98% of teachers will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning
Wilson Walks (WeClimb Snapshot Instructional Observations)
Wilson Sibme Coaching Cycle
CF-Tess Walk Throughs -Formal and Informal
Lesson Plans
Planning

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Provide campus purposeful professional development targeted to our specific campus needs: Differentiation, Meeting the needs of all students through Small Groups, Using technology to create more engaging lessons, Serving students with disabilities.<br>**Strategy's Expected Result/Impact:** Campus teaching and implementing strategies to help all students learn in a safe environment. Instruction will be rigorous and engaging for all students<br>**Staff Responsible for Monitoring:** AP's, IS's, Teacher, At-Risk, Instructional Leadership Team, Principal |

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 10%.

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

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Designate someone with more of a social media presence take over all of Wilson's social media platforms.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%<br>**Staff Responsible for Monitoring:** Principal, Social Media Designee, APs |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Include more pictures and posts regarding instructional content, projects, small groups, ect., not just use it to provide information.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%<br>**Staff Responsible for Monitoring:** Principal, Social Media Designee, APs |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will incorporate a targeted parent access to instructional resources to help their child in rotations during family nights.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%<br>**Staff Responsible for Monitoring:** Principal, ISs, APs |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Providing invitations and/or flyers for events to families in their native language.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%<br>**Staff Responsible for Monitoring:** Principal, ISs, APs |

# Cypress-Fairbanks Independent School District

# Woodard Elementary School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

# 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 |
|---|
| **Strategy 1:** Instructional Focus: EB, SpEd & At-Risk student achievement across all subjects for reading, math and science<br><br>Strategy: We will increase the level of instructional rigor across all subjects to match the level of the TEKS being tested for STAAR, and we will utilize monitoring notebooks for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: 4th grade math performance at the approaches level<br><br>Strategy: We will increase the level of instructional rigor during weekly planning to prepare for instructional delivery to match the level of the TEKS being tested for STAAR, and we will purposefully plan and discuss the use of the monitoring notebook to be used on a regular basis to ensure that strategies for differentiated and targeted small group instruction are happening.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: To close learning gaps for our students with the highest behavior dysregulation<br><br>Strategy: The counselors, behavior specialist, APs and teachers will work collaboratively to support students who have behavior dysregulation to ensure that these students are in the classroom for first time instruction and have realistic goals for their growth measures.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals |

**Strategy 4 Details**

**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, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

**Strategy 5 Details**

**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: Pup Squad Dance for PK, Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Team for 5th grade, Yearbook Team for 5th grade, Honor Choir & Drumline for 4th-5th grade, Wolves on the Run Team 1st-5th grade, Volleyball Team for 4th-5th, Science Team for 3rd, 4th & 5th grade, Young Men of Distinction for 3rd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, DaVinci Day, Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Spelling Bee for 3rd-5th grade and STEM Friday in grades 1-5 so all students can participate.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff and Testing Coordinator

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries:

*The Testing Coordinator will work with teaching staff leading campus SIT meetings regarding students who are At-risk and will monitor campus assessments to help teachers monitor students who are working below grade level, so all students are growing towards campus goals of 95% Approaches, 75% Meets, and 45% Masters. Campus Testing Coordinator delivers all assessments, establishing protocols for each assessment, collecting results, disaggregating the data, and delivering back to teachers (MAP, District Assessments, TELPAS, TELPAS Alt, STAAR, STAAR ALT 2, GT). Testing Coordinator will assist AP/Principal with TIA data.

*The Behavior Specialist will work with students who are at-risk behaviorally and identified as Red or Yellow on PBIS Tier system. The behavior coach will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk. The Behavior Specialist will create behavior plans and take the data to lead the PBIS committee.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms, assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3. Instructional Supplies: Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children, Veterans Day & Multicultural Night.

5. Interventions: Provided by Temporary Workers/Retired Teachers

6. Extended Day Pay: staff members will be paid for planning outside the school day to support instructional and behavioral goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialist, Instructional Teaching Staff, Paraprofessionals, Testing Coordinator

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: We are committed to celebrating our students with daily/weekly/9-week accomplishments using goal-setting, awarding medals for ST Math and Amira achievement, providing PACK $ and attendance brag tags, PBIS buyout celebrations, and 9-week WOW Rallies.<br>**Strategy's Expected Result/Impact:** Students are celebrated for accomplishments for a variety of reasons, which helps improve their self-esteem.<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Testing Coordinator, Behavior Specialist, Instructional Teaching Staff and Registrar. |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: We are committed to offering our PK-5 students a variety of extracurricular opportunities to engage them in coming to school and sharing their passions with others.<br>**Strategy's Expected Result/Impact:** Improvement will be seen in the following: attendance, behavior, collaborative problem-solving along with the development of a well-rounded education that prepares our students for middle school.<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Testing Coordinator, Behavior Specialist, Instructional Teaching Staff and Registrar. |

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 5 Details** |
| **Strategy 5:** We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

| Strategy 6 Details |
| --- |
| **Strategy 6:** We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 5 Details** |
| **Strategy 5:** We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency9.<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners, using the monitoring notebook to create differentiated instruction.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will use planning time to develop higher level questioning strategies and use of math manipulatives to help students develop a concept understanding of math TEKS aligned with the yearly exams.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff |

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 |
| --- |
| **Strategy 1:** The Safety Task Force Rep at each grade level will continue to monitor/revise the EOP by meeting regularly with the APs, ensure drills are executed with fidelity, and tabletop scenarios are practiced on a regular basis with a campus shared language of the Standard Safety Protocols. Health & Safety Procedures have been added across the campus.<br>**Strategy's Expected Result/Impact:** Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis<br>**Staff Responsible for Monitoring:** None |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** None |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br><br>Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and WOW Rallies.<br><br>A campus drawing will be done during each WOW Rally for perfect attendance for one student. All perfect attendance students will be acknowledged with a special PACK wristband and will be given opportunities for random incentives such as (extra recess, dance parties, and scooter races.. etc). Each week, students will be given $5 PACK Cash if they have perfect attendance.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, Instructional Staff & Campus Registrar |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, Instructional Staff & Campus Registrar |

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 |
|---|
| **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. Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our LSCI training, PBIS strategies and Student Services Training for BCs/APs.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist and AP Secretary |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our LSCI training, PBIS strategies and Student Services Training for BCs/APs.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Specialist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavior Specialist, Campus PBIS/Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will provide weekly incentives for perfect attendance to earn $10 Brenz Bucks. Each 9-weeks we provide incentives based on attendance to include things such as certificates, public acknowledgments and pre-packaged snacks for those that meet the target attendance each 9-weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal, APs, Principal Secretary, PBIS Committee |

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 2024-25 school year, 100% of teachers will receive job targeted professional development based on identified needs of our student's academic, behavioral and social-emotional needs.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Our whole campus CTE was on improving students' social and emotional health.<br>**Strategy's Expected Result/Impact:** The result of this learning is to have a mental framework as to where our students are coming from and appropriately manage their social and emotional health.<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Behavior Specialist & Vertical Teams |
| **Strategy 2 Details** |
| **Strategy 2:** High-Quality Professional Development: Our whole campus will complete the use the free online resources via ASCD to address the behavioral and social-emotional needs of our students.<br>**Strategy's Expected Result/Impact:** The result of this learning is to have a mental framework as to where our students are coming from emotionally as part of the social skills foundation needed to address academic growth.<br>**Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Behavior Specialist & Instructional Staff |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will commit to sending timely communication across several platforms (FB/Instagram/Marquee/Twitter/School Messenger using the same hashtags: #ALLINWolfpack, #WOLFPACKSTRONG, #ALLONEFAMILY, #ChooseCFISD, & #CFISDSPIRIT<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents with the unified message in any location they look for information.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will utilize grade level communication tools for all teams to share relevant, daily learning opportunities as we celebrate our students, campus, and district to engage our parents and community by using the same hashtags: #ALLINWolfpack, #WOLFPACKSTRONG, #ALLONEFAMILY, #ChooseCFISD, & #CFISDSPIRIT<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents and community with the unified message that Woodard and CFISD are the places you want your child to attend school.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will improve our communication effectiveness (timeliness and capturing celebrations) as we continue to offer the most extracurricular opportunities for students across all elementary schools in CFISD.<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents and community with the unified message that Woodard has a great deal of extracurricular opportunities for students to develop into well-rounded young adults prepared for middle school.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We are adding a Multicultural Night this year to celebrate the diversity of our campus cultures with students, staff and parents serving on the committee.<br>**Strategy's Expected Result/Impact:** We will reach a larger audience of parents across the community with the unified "ALL IN" message that represents the culture of our students/staff/parents at Woodard as we seek to understand one another better and celebrate the uniqueness of our school.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Parent and Community Engagement: The staff will continue to host a Fall & Spring Curriculum Night for parents with students in grades PK-5. This will be offered face-to-face and sent out afterwards via email with slides and detailed notes to support working parents.<br>**Strategy's Expected Result/Impact:** Parents will be active participants in their child's education if they understand the curriculum, instruction and assessment needs at each grade level.<br>**Staff Responsible for Monitoring:** Principal/APs/ISs/Grade Level Teachers |

# Cypress-Fairbanks Independent School District

# Yeager Elementary School

# 2025-2026



# 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 |
| --- |
| **Strategy 1:** Instructional Focus: We will develop a more inclusive and engaging school culture and increase our support of our newest teachers.<br><br>Strategy: We will implement school-wide, self-selected Professional Learning Committees. All staff will have the opportunity to explore high yield instructional strategies, methods for building student investment, as well as techniques for increasing professional efficacy.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: We will increase our use of prescriptive, hands-on, relevant, fast-paced, engaging interventions and learning experiences.<br><br>Strategy: We will increase collaboration between Special Education case managers, Instructional Specialists, Gen Ed teachers, and ICS paras to ensure full and effective implementation of student IEP accommodations, supports, and goals by implementing monthly meeting and training opportunities.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: We need to develop our ability to monitor individual student progress and use that data to prescriptively remediate as well as accelerate our student learning.<br><br>Strategy: We will construct a student tracking team that will formally monitor student interventions and progress made on both academic as well as behavioral achievements.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**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: Name That Book, 4th and 5th Grade Choir, Destination Imagination, Action-Based-Learning Lab

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1) Salaries - Our Title 1 funds pay for class size reduction teachers as well as their substitutes in 3rd, 4th, and 5th grades.
2) Provide supplemental instructional supplies and materials to be used during our PAFE Community Involvement events (Dance through the Decades in October and Yeager Birthday Bash in April).

**Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Yeager will create additional opportunities for students to engage on campus, outside of instruction. (Choir, Student Council, Name That Book, Destination Imagination, ABL, etc)

**Strategy's Expected Result/Impact:** Students will have opportunities to develop and explore interests and habits on campus, outside of the classroom, thus increasing their sense of belonging and engagement.

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Yeager will increase opportunities for students to engage off-campus activities that promote a sense of school-pride and engagement.

**Strategy's Expected Result/Impact:** Students will attend activity-based spirit nights in addition to restaurant spirit nights. This will increase opportunities for families to meet and form relationships.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers, VIPS

**Strategy 9 Details**

**Strategy 9:** Evidence-based school improvement strategy: We will provide intentional training for Special Education Case Managers, ICS Paraprofessionals, and General Education Teachers to ensure that specific student data is used to modify instruction and ensure academic growth for each student receiving Special Education Services.

Campus monitoring plan: Case Managers will meet with and provide student-specific training for ICS paras on November 18th, January 20th, March 24th, and April 28th. Case Managers will meet with Gen ed teachers that serve students on their caseload during scheduled SpEd collaboration meetings on December 2nd, February 17th, and May 5th. Admin will attend all meetings and implement specific data trackers to monitor student progress.

District monitoring plan: District SpEd Coordinators and Curriculum Team will meet with Instructional Coaches, Gen Ed Teachers, and ICS Paraprofessionals to provide training and offer targeted support for specific student needs.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: none needed

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** Special education (current) student performance goals:
RLA Meets or Higher: 26%
Math Meets or Higher: 29%
Student Success (Domain I Component Score): 23 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
| --- |
| **Strategy 1:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency |
| **Strategy 5 Details** |
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

**:** District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Foundational TEKS will be taught daily (district-provided Curriculum).<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Princpal |
| **Strategy 3 Details** |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.<br>**Strategy's Expected Result/Impact:** Increased reading proficiency<br>**Staff Responsible for Monitoring:** Principal |

District Goal 7: 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 7.1: 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 |
| --- |
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Math teachers will incorporate small group instruction to meet the needs of individual learners.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 5 Details** |
| **Strategy 5:** Math teachers will track student progress using Progress Monitoring Notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: Lessons on character education will be taught each month, along with anti-victimization lessons from our school counselors, Bringing out the Best lessons, and classroom-specific morning meetings.<br><br>Students, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.<br>**Strategy's Expected Result/Impact:** Decrease number of office referrals and reports of bullying.<br>**Staff Responsible for Monitoring:** Teachers, Assistant Principals, Counselors, PBIS Committee |

| Strategy 2 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principal, Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive behaviors over violence.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Counselors, PBIS Team, Assistant Principals, teachers, staff |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will attend training in PBIS and Restorative Practices.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, PBIS Team |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Provide incentives for staff attendance every nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** All teachers will participate in High-Quality Professional Development. Teachers will be provided with opportunities to attend self-selected professional development in the areas of classroom management, content-specific instructional models, as well as meeting the social-emotional needs of students.<br>**Strategy's Expected Result/Impact:** Teachers will deliver engaging lessons and implement strategies to build classroom community.<br>**Staff Responsible for Monitoring:** Instructional Specialists, APs, Principal, Counselors<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Yeager will add social media monitoring to the admin meeting agenda<br>**Strategy's Expected Result/Impact:** The admin team will monitor the number of posts as well as type (academic, notification, grade-level specific, etc) that are created each week.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Yeager will ask parents to post their pictures in the comments section of our posted pictures of community outreach events.<br>**Strategy's Expected Result/Impact:** We will see an increase in parent participation at events and will see more positive images shared with our community.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Yeager will increase school-community communication by ensuring that there are both physical and electronic versions of school communication disseminated.<br>**Strategy's Expected Result/Impact:** Parents will have ample opportunities to be informed regarding school events and opportunities for involvement.<br>**Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Yeager will increase opportunities for parent engagement by adding grade-level family outreach events.<br>**Strategy's Expected Result/Impact:** Increased Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists |

# Cypress-Fairbanks Independent School District

# Anthony Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Increase data-driven discussions in PLC and plan for questioning strategies and formative assessments to utilize small groups, and differentiated instruction to move students at least one performance band.<br><br>Strategy: Teachers will purposefully plan questioning strategies and formative assessments to check for understanding of all student groups as documented in lesson plans.<br>**Strategy's Expected Result/Impact:** Close learning gaps and move all student groups at least one performance band.<br>**Staff Responsible for Monitoring:** CCIS; Director of Instruction: Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Increase data-driven discussions in PLC and plan for questioning strategies and formative assessments to utilize small groups, and differentiated instruction to move students at least one performance band.<br><br>Strategy: Teachers will intentionally plan and incorporate differentiated instruction activities through team collaboration using a reflective focus and previous data as documented in lesson plans.<br>**Strategy's Expected Result/Impact:** Close learning gaps and move all student groups at least one performance band.<br>**Staff Responsible for Monitoring:** CCIS; Director of Instruction: Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Increase data-driven discussions in PLC and plan for questioning strategies and formative assessments to utilize small groups, and differentiated instruction to move students at least one performance band.<br><br>Strategy: Teachers will plan and implement small group instruction on critical thinking skills or targeted TEKS as documented in the lesson plan.<br>**Strategy's Expected Result/Impact:** Close learning gaps and move all student groups at least one performance band.<br>**Staff Responsible for Monitoring:** CCIS; Director of Instruction: Principal |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Counselors and the Academic Achievement Specialist will hold Academic Conferences after every progress report to establish goals and interventions for all students in danger of earning a failing grade for a marking period. The Registrar will notify the Director of Instruction and Assistant Principal when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Increase student groups and organizations participation by focusing on connecting teachers and students with student group and organization options based on interests.

**Strategy's Expected Result/Impact:** Increase student attendance and RISE behaviors through student activity participation.

**Staff Responsible for Monitoring:** Principal; AAS

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Increase student options in the PBIS store and activities, such as more spirit wear options in PBIS store, Courtyard Fridays, and other PBIS incentive activities.

**Strategy's Expected Result/Impact:** Increase student attendance and RISE behaviors through student activity participation.

**Staff Responsible for Monitoring:** Principal; AP; AAS

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 |
|---|
| **Strategy 1:** Campus Safety: All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (cafeteria doors and car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their designated area or classroom. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. All staff implement and maintain one-way hallways and staircases.<br>**Strategy's Expected Result/Impact:** Students transition safely and efficiently throughout the building during the school day.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Campus leaders will conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; Campus resource officer |

| Strategy 3 Details |
|---|
| **Strategy 3:** All staff will follow district expectation of all exterior and interior doors remaining locked. Frequent sweeps of exterior and classroom doors are conducted to remedy vulnerabilities. All staff will implement timely communication processes and reporting of necessary repairs to ensure all interior doors remain closed and locked during instructional time and when students are on campus.<br>**Strategy's Expected Result/Impact:** 100% of exterior and interior doors will remain locked to ensure all students remain safe.<br>**Staff Responsible for Monitoring:** Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a recognition system for students with high attendance rates. Students with perfect attendance will receive certificates. Students with high attendance rates (0-3 absences in a marking period) will be awarded PBIS incentives.<br>**Strategy's Expected Result/Impact:** 97% overall attendance rate<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Attendance office personnel will make parent contact for excused absences that exceed three (3) days in order to check in and confirm the date for return to school. The school will issue attendance letters to students who miss more than 10% of classes in a semester.<br>**Strategy's Expected Result/Impact:** 97% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Assistant principals and counselors will train teachers during monthly staff meetings with strategies that address students' social intelligence. Students are also encouraged by staff, through the campus code of conduct assemblies and regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the Tipline. Monthly PBIS Advisory lessons and Bringing Out the Best lessons will support students in recognizing dangerous behaviors.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Counselors; Assistant Principals |
| **Strategy 2 Details** |
| **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. 1) Implementation of classroom social contracts 2) Implementation of PBIS rewards will be utilized to reward and encourage RISE behaviors 3) school-wide system for students entering and exiting the classroom to support a positive learning environment; and 3) creating advisory lessons to address RISE behaviors and character traits.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; Counselors |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 be 97% or higher.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School will either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, throughout the year, teachers are invited to participate in fun activities that include dress-up days and Treat-me Fridays.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 7%.<br>**Staff Responsible for Monitoring:** Principal; Director of Instruction; Social Committee |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: All teachers participated in August professional development tied to the Ravens' Nest, focused on intentional planning, instructional delivery, and relational practices to design responsive instruction to meet the needs of all learners. Finally, just-in-time PD will be offered based on teacher input and the campus goals related to instruction, positive relationships, or technology.<br>**Strategy's Expected Result/Impact:** Teachers will create and implement data-driven small group instruction in classrooms to increase student achievement.<br>**Staff Responsible for Monitoring:** Director of Instruction; Principal |
| **Strategy 2 Details** |
| **Strategy 2:** We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and community shout-outs. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis and in the school staff newsletter.<br>**Strategy's Expected Result/Impact:** Use of best instructional practices throughout the campus will increase as a result of positive reinforcement.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS |
| **Strategy 3 Details** |
| **Strategy 3:** The instructional coaching team will guide Anthony teachers through the coaching cycle by observing, providing feedback, modeling, co-teaching, and encouraging reflective practices.<br>**Strategy's Expected Result/Impact:** Teachers will design and deliver instruction based on our Ravens' Nest Core Values to increase student achievement.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will create additional platforms for social media and commit to more of an online presence.<br>**Strategy's Expected Result/Impact:** Increased parent and family awareness of events and activities occurring on campus.<br>**Staff Responsible for Monitoring:** Principal; Assistant Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Based on feedback from the community and staff, we will make our campus community newsletter more visually appealing and versatile to use on a smartphone, as it is the most used device for accessing our newsletter.<br>**Strategy's Expected Result/Impact:** Increased parent and family knowledge of important campus information shared in the Bi-monthly newsletter.<br>**Staff Responsible for Monitoring:** Principal; Assistant Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will utilize our updated community newsletter, with options to celebrate staff and give shout-outs, and our increased social media presence to encourage increased participation in our campus VIPS and Watchdog programs.<br>**Strategy's Expected Result/Impact:** Increased parent and family knowledge of important campus information shared in the Bi-monthly newsletter, and opportunities for parents to highlight staff members.<br>**Staff Responsible for Monitoring:** Principal; Assistant Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will increase opportunities for VIPS and Watchdogs to partner with us for campus-based initiatives and activities.<br>**Strategy's Expected Result/Impact:** Improved parent and family engagement with activities and celebration of activities happening on campus.<br>**Staff Responsible for Monitoring:** Principal; Assistant Principal |

# Cypress-Fairbanks Independent School District

# Aragon Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Aragon will implement a campus wide reading and writing strategy.<br><br>Strategy: Teachers will consistently implement, with fidelity, vertically aligned, cross-curricular reading-analyzing strategies to support student comprehension of complex texts, along with vertically aligned writing strategies to strengthen students' ability to develop extended written responses with clarity and depth.<br>**Strategy's Expected Result/Impact:** Increased student scores on DPM's, benchmarks and State Assessments<br>**Staff Responsible for Monitoring:** Teachers, CCIS, Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Aragon will increase student achievement on the 8th-grade Social Studies STAAR test.<br><br>Strategy: Social Studies teachers will use retrieval practices to build student language development skills and provide opportunities for students to interact with content, using academic vocabulary, student discourse, and critical writing to demonstrate evidence of their learning.<br>**Strategy's Expected Result/Impact:** Increased student scores on DPM's, benchmarks and the STAAR test.<br>**Staff Responsible for Monitoring:** Social Studies Department, Social Studies CCIS, Administration |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Aragon will increase student achievement on Math STAAR tests.<br><br>Strategy: Math teachers will maximize student growth by providing opportunities for productive struggle and critical thinking through intentionally sequenced first-time instruction and purposeful questioning strategies to guide student discourse and cognitive engagement.<br>**Strategy's Expected Result/Impact:** Increased student scores on DPM's, benchmarks and STAAR tests.<br>**Staff Responsible for Monitoring:** Math Department, Math CCIS, Administration |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: The Academic Achievement Specialist will track data on who have a history of failing multiple courses, as it is an indicator of potential drop-out risk, and meet with the student and campus staff.

**Strategy's Expected Result/Impact:** The dropout rate will be at 0%.

**Staff Responsible for Monitoring:** AAS, Registrar, Counselors, Administration

**Strategy 6 Details**

**Strategy 6:** 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: Fine Arts Activities, after-school clubs and activities, PBIS student leadership and Student Council, UIL academic competitions, Athletics

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** All staff

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - Two class size reduction teachers in math and reading will assist with meeting our students' specific academic needs.
2. Substitute Pay - When the class size reduction teacher is absent, Title I funds will cover the cost of the substitute.
3. Extra Duty Pay- Staff members will be paid for supporting instructional goals after school and on Saturday.
4. Temporary Worker Pay - Three temporary works will be hired to support math, reading and science instruction and help students earn AI hours.
5. Supplies - Classroom supplies will be purchased to support teachers and instructional goals.
6. Snacks - Student snacks will be purchased for after school targeted tutorials and Saturday school.
7. Parent Involvement - We will increase parent involvement throughout the year with events like Family Academic and Game Nights, Counselor Coffee Talks and a Community Spring Festival.

**Staff Responsible for Monitoring:** Principal, Director of Instruction

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Students will be given the opportunity to engage in activities outside of the classroom including opportunities to create and join a campus club.

**Strategy's Expected Result/Impact:** Students will engage with staff and feel a connection to the campus.

**Staff Responsible for Monitoring:** All staff

| Strategy 9 Details |
| --- |
| **Strategy 9:** Improving Student Engagement: Teachers will implement cognitive engagement strategies in class to increase student discourse opportunities.<br>**Strategy's Expected Result/Impact:** Increased student scores on STAAR tests<br>**Staff Responsible for Monitoring:** DIrector of Instruction, CCIS's, Teachers |

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 |
| --- |
| **Strategy 1:** Campus Safety: Students in all grade levels will receive safety lessons periodically though Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher.<br>**Strategy's Expected Result/Impact:** Students will know how to react in an emergency situation.<br>**Staff Responsible for Monitoring:** All campus staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Certificates will be provided to students with perfect attendance each semester.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** All campus staff, Registrar, Administration |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Administrators will make phone calls and the attendance office will send home warning letters after five full day absences.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Registrar, Administration |

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 |
|---|
| **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. Aragon will continue to provide violence prevention training through counseling and assistant principal grade level meetings.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals, Counselors, Principal |
| **Strategy 2 Details** |
| **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. Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, DMC Coordinator, Counselors, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Bullying Prevention: Staff and students will participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, we will develop appropriate action plans based on the results of the Safe Schools Survey.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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/ remain above 95%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Substitute Representative, Appraisers |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding, classroom management, instructional strategies and engagement. We will also suggest district provided professional development for more targeted content based instructional professional development of teachers.<br>**Strategy's Expected Result/Impact:** Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Administration, CCIS |

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, community family engagement will increase by 10%.

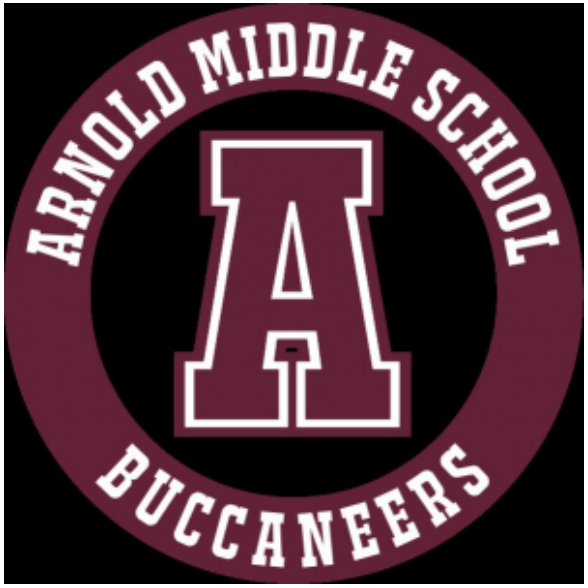
**Evaluation Data Sources:** Parent Survey
Activity sign-in sheets/records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Aragon will increase our social media presence by adding more posts about instructional activities inside the classroom.<br>**Strategy's Expected Result/Impact:** Improved awareness about what is taking place inside the classroom each day.<br>**Staff Responsible for Monitoring:** CCIS, Administrators , Social Media Champion |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Aragon will increase our social media presence of fine arts and athletic events.<br>**Strategy's Expected Result/Impact:** Improved awareness of extracurricular activities<br>**Staff Responsible for Monitoring:** Administrators , Social Media Champion |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Each semester, we will offer a Family Academic and Game Night for families to come together and learn more about how to help their student in core content areas.<br>**Strategy's Expected Result/Impact:** Increased parent involvement<br>**Staff Responsible for Monitoring:** Director of Instruction, Academic Achievement Specialist, Director of Instruction Helping Teacher |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Each semester, we will offer Coffee Talks for parents during the day to learn about important topics impacting our school and community.<br>**Strategy's Expected Result/Impact:** Increased parent involvement<br>**Staff Responsible for Monitoring:** Counselors |

# Cypress-Fairbanks Independent School District

# Arnold Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Through small group instruction, teachers will effectively differentiate instruction to meet the needs of students - supporting those who need intervention to close learning gaps while also providing enrichment opportunities to elevate high-achieving students.<br><br>Strategy: Provide PD on small group instruction - how to implement, how to use data to guide small group lessons, and provided structured time to plan for small group during data digs.<br>**Strategy's Expected Result/Impact:** Increased use of data-driven small group instruction will close learning gaps for struggling students, provide enrichment for advanced learners, and lead to measurable gains in student achievement.<br>**Staff Responsible for Monitoring:** Academic Achievement Specialist<br>Director of Instruction<br>Campus Content Instructional Specialists |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Through small group instruction, teachers will effectively differentiate instruction to meet the needs of students - supporting those who need intervention to close learning gaps while also providing enrichment opportunities to elevate high-achieving students.<br><br>Strategy: Continue to embed critical writing across all content areas by requiring students to respond in complete sentences and justify their answers.<br>**Strategy's Expected Result/Impact:** Students will demonstrate stronger written communication and critical thinking skills across all content areas, resulting in improved clarity of responses, deeper comprehension, and increased performance on both classroom and state assessments.<br>**Staff Responsible for Monitoring:** Academic Achievement Specialist<br>Director of Instruction<br>Campus Content Instructional Specialists |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Through small group instruction, teachers will effectively differentiate instruction to meet the needs of students - supporting those who need intervention to close learning gaps while also providing enrichment opportunities to elevate high-achieving students.

Strategy: Provide PD on rigor and relevance to increase quality of questioning strategies.

**Strategy's Expected Result/Impact:** Teachers will implement higher-quality questioning techniques that promote rigor and relevance, leading to increased student engagement, deeper critical thinking, and improved mastery of grade-level standards.

**Staff Responsible for Monitoring:** Academic Achievement Specialist
Director of Instruction
Campus Content Instructional Specialists

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Academic Achievement Specialists will track data on students who have a history of failing averages in multiple courses, an indicator of potential drop-out risk, and meet with campus staff.

**Strategy's Expected Result/Impact:** Drop out rate will be at 0%

**Staff Responsible for Monitoring:** AAS

**Strategy 6 Details**

**Strategy 6:** 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: PBIS after-school events; Soccer Start; Dierker's Champs, and Recess during lunch for no discipline/absences/tardies/failing grades.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Director of Instruction
Counselors
AASs

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries - The 5 class-size reducation teachers in math (3), reading (1), and social studies (1) will assist in meeting out students' goals in all content areas.

2. Substitute pay - When the class size reduction teacher is absent, TItle I funds will cover the cost of the substitute.

3. Extra duty pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

4. Temporary workers - We will hire interventionists to come and complete academic pullouts that support our instructional goals as specified in the CIP.

5. Instructional Supplies - Classroom supplies will be purchased tp support our instructional goals as specified in the CIP.

6. Parent Involvement - We will increase parent involvement throughout the year with events like Family Bingo Night, Student Showcase, Open House, Buc Express, Curriculum Night, Electives Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Offering recess during lunch for no discipline/absences/tardies/failing grades to increase student engagement.

**Strategy's Expected Result/Impact:** increase student engagement.

**Staff Responsible for Monitoring:** Academic Achievement Specialist

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: We will use PBIS events via points earned during the day for following our campus matrix to increase student engagement.

**Strategy's Expected Result/Impact:** increase student engagement.

**Staff Responsible for Monitoring:** Behavior Specialist

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 |
| --- |
| **Strategy 1:** Campus Safety: Arnold will continue to enforce with fidelity students carrying clear backpacks and students wearing badges at all times while on campus. Student adherence to badge wearing expectations will be checked at entry points by staff. Students without a badge will be issued a temporary badge immediately upon entering the campus from the bus and car rider access points.<br>**Strategy's Expected Result/Impact:** 100% of students will wear badges and carry clear backpacks daily.<br>**Staff Responsible for Monitoring:** Staff monitoring student entry points<br>Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** Campus Safety: Staff will actively monitor students at all times, including during arrival, dismissal and during passing periods.<br>**Strategy's Expected Result/Impact:** Increase in positive student behaviors and safe transitions.<br>**Staff Responsible for Monitoring:** Campus Administrators |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Students will participate in a variety of initiatives that teach making good choices such as Bringing Out the Best lessons. Students will be made aware of their TIP Line resource and provided options for locations to report safety concerns.<br>**Strategy's Expected Result/Impact:** Violent incidents will be reduced to 0%<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will participate in training over strategies for responding to misbehavior in a way that maintains the professional relationship between the student and teacher. When possible assistant principals will facilitate restorative conferences with a teacher and student when a consequence has been administered.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Arnold will honor staff with perfect attendance and few absences at scheduled intervals.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction |

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:** Professional Development Logs

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will choose from the following professional development learning paths: Engaging Instruction, Behavior Management, New Science TEKS, New to CFISD. Summer 2024 learning will include Quantum Learning sessions and/or a book study related to the learning path. Teachers will have options to attend after-school path-related professional development sessions to extend their learning throughout the school year. Implementation of learning in the classroom will be a focus.<br>**Strategy's Expected Result/Impact:** Evidence of progress towards reaching professional goals and the Goal for Student Growth<br>**Staff Responsible for Monitoring:** Director of Instruction<br>Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence:<br>**Strategy's Expected Result/Impact:** Monthly newsletters advertising to parents/community to follow us on FaceBook, Instagram, and X to increase parent engagement.<br>**Staff Responsible for Monitoring:** Coordinating Counselor |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Installing a digital picture frame in our main office, advertising our presence on social media to solicit more followers<br>**Strategy's Expected Result/Impact:** increase social media followers<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Showcase events and celebrations happening on campus through multiple platforms/modes to increase parent engagement.<br>**Strategy's Expected Result/Impact:** increase parent engagement<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Solicit more parent volunteers for campus PBIS events and joint collaborations with Cy-Fair HS and Lamkin Elementary to increase parent engagement.<br>**Strategy's Expected Result/Impact:** increase parent engagement<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Bleyl Middle School

# 2025-2026

# Goals

**Goal 1:** 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.

**Performance Objective 1:** 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: RLA: African American and economically disadvantaged students will demonstrate proficiency in writing skills.<br><br>Strategy: RLA: We will implement weekly writing tasks across genres and utilize progress monitoring every three weeks to track growth, adjust instruction, and provide targeted interventions<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Language Arts CCIS |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Math: We will close performance gaps close to the next performance level on STAAR with African American students.<br><br>Strategy: We will use models, manipulatives, and visual representations during first-time instruction to ensure students demonstrate growth in conceptual understanding and foundational math skills.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Math CCIS |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Science: We will increase African American students' proficiency on STAAR.<br><br>Strategy: Science: We will increase student visual literacy skills through interpreting charts, graphs, tables, and stimuli.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Science CCIS |

**Strategy 4 Details**

**Strategy 4:** Instructional Focus: Social Studies: We will focus on African American and economically disadvantaged students' process skills to increase student performance on district and campus-based assessments.

Strategy: We will use at least one short constructed response (SCR) activity per week during classroom instruction to assess and strengthen student proficiency.

**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets

**Staff Responsible for Monitoring:** Social Studies CCIS

**Strategy 5 Details**

**Strategy 5:** 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

**Strategy 6 Details**

**Strategy 6:** Dropout Prevention: The dropout prevention team at Bleyl MS, consisting of the Registrar, Administration, and district Attendance Officer, will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Registrar, District Attendance officer, Director of Instruction

**Strategy 7 Details**

**Strategy 7:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities to provide all students with a well-rounded education: REAL Time (Character Building), Restorative Circles (mediation), various UIL Fine Arts events and concerts, Theatre Arts programming, Athletic programs (Football, Basketball, Volleyball, Track, and Cross-Country), Soccer Start program, Baseball program, and Counselor's Lunch Bunch/Corner.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Teachers and Administration

**Strategy 8 Details**

**Strategy 8:** 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 Counselor, 2 paraprofessionals, and 6 teachers (4 English, 2 Math) will assist with helping students and reducing class size in our highest areas of need.
*Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests.
*Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.
*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.
*Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support.
*Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Securly.
*Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.
*Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Meet the Rams, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: Increase overall student engagement by implementing a consistent, campus-wide positive behavior incentive system that recognizes and reinforces desired behaviors, resulting in improved student participation, attendance, and academic outcomes.

**Strategy's Expected Result/Impact:** Student engagement indicators--including class participation, attendance rates, and discipline data--will improve by at least 10% as measured by classroom walkthroughs, attendance reports, and behavior incident records.

**Staff Responsible for Monitoring:** APs and Behavior Specialists

**Goal 2:** 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 |
|---|
| **Strategy 1:** Campus Safety: Bleyl will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus backpack and student id/ badge policy and procedures.<br>**Strategy's Expected Result/Impact:** Students will be prepared to learn daily with materials and supplies located in a clear backpack and an ID badge around their neck and visible to all personnel.<br>**Staff Responsible for Monitoring:** All Bleyl MS staff will have a duty station to support this daily check-in process, in classrooms, hallways, and at extra-curricular activities. |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. All students will learn all about and be prepared for Emergency Operating Procedures/safety drills.<br>**Staff Responsible for Monitoring:** Assistant Principal |

**Goal 2:** 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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

**Goal 2:** 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 |
|---|
| **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 promote a safe environment, students will engage in daily advisory lessons teaching REAL behaviors that focus on the skills from the Well Managed Schools program.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Administration |
| **Strategy 2 Details** |
| **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.<br>Students will learn about being REAL (Respect, Excellence, Accountability, and Leadership) at Bleyl. Campus rubrics will be taught during Brahma Camp, code of conduct meetings, and revisited regularly during advisory time. Staff will implement the Well Managed Schools strategies to support restorative discipline practices.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

**Goal 3:** 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 10% or more.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Each month, staff perfect attendance will be celebrated at the faculty meetings. Staff with perfect attendance each month will receive a "Perfect Attendance" certificate, and have their name placed in a drawing to be selected to receive perfect attendance prizes.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 25% or more.<br>**Staff Responsible for Monitoring:** Administration, Director of Instruction |

**Goal 3:** 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
Formal Observations
Power Walks
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: The staff participates in campus-designed PD sessions designed to support the development of quality lesson plans and activities; prepare teachers to implement positive behavior strategies to support closing academic gaps and small-group instruction. Ongoing professional development (Learning Paths) opportunities will be provided based on campus needs, as well as addressing student progress monitoring to ensure growth is happening.<br>**Strategy's Expected Result/Impact:** Students will be challenged at a higher learning level as teachers will implement the strategies learned from their training.<br>**Staff Responsible for Monitoring:** Teachers, CCIS, Administration |

**Goal 4:** 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 |
| --- |
| **Strategy 1:** Improving Parent and Community Engagement: Bleyl MS will host a series of events for community and parents (including, but not limited to, Brahma Corral/Express, Open House, Watch Dog Dads, and Curriculum Nights) to increase:<br>-active parent engagement<br>-awareness of the student and school-related topics<br>- the facilitation of more open and positive relationships between students, parents, and staff<br>- the development of more active home/school partnerships to influence student academic outcomes<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Teachers, Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Bleyl will keep parents informed and aware of school events and programming through the use of School Messenger, Remind, and our active social media platforms (Twitter and Facebook).<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%.<br>**Staff Responsible for Monitoring:** Administration and Campus Social Media Committee |

# Cypress-Fairbanks Independent School District

# Campbell Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Implement a campus wide test-taking and analysis process.<br><br>Strategy: Appraisers will conduct classroom walks on test days and on test analysis days to monitor that the test-taking process is being fulfilled, and students are tracking their test data and setting proper goals for each test.<br>**Strategy's Expected Result/Impact:** Campus will meet expected targets.<br>**Staff Responsible for Monitoring:** All appraisers and curriculum coaches. |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Increase Academic growth in ELAR and Math from a composite score of 60 to an 80 through targeted small group instruction.<br><br>Strategy: Through professional development sessions, build capacity in teachers to pull and analyze their own data for targeted small groups. Appraisers will attend weekly plannings, data digs, and conduct classroom walks to monitor the use of effective small groups.<br>**Strategy's Expected Result/Impact:** Campus will meet expected targets.<br>**Staff Responsible for Monitoring:** Appraisers and instructional team |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Vertically align content vocabulary across grade levels.<br><br>Strategy: Using resources from district, TEA and Lead4ward, appraisers will check lesson plans for academic vocabulary specific to the unit of study.<br>**Strategy's Expected Result/Impact:** Campus will meet or exceed targets.<br>**Staff Responsible for Monitoring:** Appraisers and instructional team. |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Dropout Prevention: Campus will review excessive absence reports weekly.<br>**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: student council, step club, Dierker's Champs baseball, soccer and teacher sponsored clubs.<br>**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries - The 5 class-size reduction teachers in history (3), math , reading (2) and science will assist with meeting our students' goals in all content areas.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

4. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

5. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

6. Extra Duty Pay - Staff members will be paid for having 4 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

7. Parent Involvement - We will increase parent involvement throughout the year with events like Gator Express, Open House, Curriculum Night, Counselor Conversations, Literacy Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

8. Sibme AI - Appraisers will use to show alignment with CF-Tess and teachers eligible for TIA.

9. Supplies - Classroom supplies such as composition books and folders for all students to track data to support our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, DI

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Monthly PBIS Rewards Events

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, DI, AAS

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: Student Council school-wide events

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, DI, AAS

**Strategy 10 Details**

**Strategy 10:** Evidence-based school improvement strategy: Students identified as underperforming in the continuously enrolled group and two lowest performing sub-pops will be required to attend targeted tutorials and pulled in targeted interventions weekly.

Campus monitoring plan: The instructional team will analyze the targeted group's test data after each test to monitor performance. Individual data conferences are scheduled with teachers as needed.

District monitoring plan: Campbell is a district priority campus for assistance and monitoring.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: none needed

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** Continuously enrolled student performance:
Continuously Enrolled
Math Meets or Higher: 49%
Math Growth: 67%
Student Success: 48 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
| --- |
| **Strategy 1:** Campus Safety: Students are expected to be 100% compliant in wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. We will also ensure campus is safe by keeping doors locked and successfully completing weekly exterior door checks. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways.<br>**Strategy's Expected Result/Impact:** Campus will be proactive and prepared to address a variety of emergency situations.<br>A common language will be developed for clarity of communication in an emergency situation.<br>Any person who is an intruder on campus will be easily identified.<br>**Staff Responsible for Monitoring:** Principal, APs, all staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, APs |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. The attendance committee will provide incentives for students who increase attendance.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Campus will continue to use Bringing Out the Best lessons through advisory.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Teaching Behavior: Teachers will introduce, teach, practice, and implement with students the Positive Behavior Interventions and Supports (PBIS) SNAP school-wide behavior expectations and strategies, during the first week of school. Teachers will introduce, teach, practice, and implement with students during the second week of school the school-wide six Well Managed Schools (WMS) Social Skills: Following Instructions, Asking Permission, Staying on Task, Listening, Accepting Criticism or a Consequence, Accepting "No" for an Answer. Teachers will continue to re-teach, maintain, and practice with students the WMS Social Skills and PBIS/Gator SNAP school-wide expectations throughout the school year to keep a safe and conducive learning environment inside and outside the classrooms. Implement monthly Bringing Out the Best lessons.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. OSS and ISS will be reduced by 20% when compared to previous school year.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Project Safety Coordinator, Counselors, BI |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, DI |

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, teachers will receive job targeted professional development based on individual needs. Teachers will receive monthly training on Basic Elements of Effective Teaching Strategies, training for small group instruction, and incorporating highly effective first time instructional strategies.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms and lead professional development.<br>**Strategy's Expected Result/Impact:** Teachers will grow in areas they choose and will have a higher job satisfaction.<br>**Staff Responsible for Monitoring:** Principal,DI, CCIS |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Having a consistent social media presence. Posting at least 1-2 times per week. Also interacting with comments at least every 2-3 days in order to stay on top of feedback and relevant questions.<br>**Strategy's Expected Result/Impact:** Higher Parent Participation at events<br>**Staff Responsible for Monitoring:** Principal/DI |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Showcasing Gator Greatness. At least one post a week can and should be dedicated to student work, performances, games, etc. Also providing a supervised or guided opportunity (mementos app) for parents and community members to submit their own photos to be posted of the great things our gators do inside and out of the classroom.<br>**Strategy's Expected Result/Impact:** Higher Parent Participation at events.<br>**Staff Responsible for Monitoring:** Principal/DI |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Post consistently on different Social Media platforms.<br>**Strategy's Expected Result/Impact:** Higher Parent participation at events<br>**Staff Responsible for Monitoring:** Principal/DI |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Monthly newsletter highlighting upcoming events<br>**Strategy's Expected Result/Impact:** Higher Parent participation at events.<br>**Staff Responsible for Monitoring:** Principal/ DI |

# Cypress-Fairbanks Independent School District

# Cook Middle School

# 2025-2026



# 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.

**Performance Objective 1:** 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction through consistent use of backwards design to plan TEK-aligned processing activities and responses to gaps in student mastery.<br><br>Strategy: We will consistently use backwards design to plan TEK-aligned assessments and instruction.<br>**Strategy's Expected Result/Impact:** Starting with a TEKS analysis of each unit test, coaches will ensure teachers plan lessons and activities directly related to the TEKS frequency, depth, and complexity.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Campus Content Instructional Specialist |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction through consistent use of backwards design to plan TEK-aligned processing activities and responses to gaps in student mastery.<br><br>Strategy: Every student will participate in small group instruction based on informal and formal assessments at least once a week.<br>**Strategy's Expected Result/Impact:** Students will show growth when teachers use data to pull small groups for specialized instruction each week.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Campus Content Instructional Specialist |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening first-time instruction through consistent use of backwards design to plan TEK-aligned processing activities and responses to gaps in student mastery.

Strategy: Students will participate in TEKS-aligned activities based on content area processing standards at least three times a week.

**Strategy's Expected Result/Impact:** The planning of TEKS-aligned activities based on content area processing standards will ensure that students are applying new knowledge at the rigor of the TEK and promote student growth.

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Campus Content Instructional Specialist

**Strategy 4 Details**

**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:** Director of Instruction
Boys and Girls PE Teachers

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Dropout Recovery Specialist

**Strategy 6 Details**

**Strategy 6:** 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: Industrial Technology Courses, Business Courses, Family and Consumer Science Courses, Yearbook, Performing and Visual Arts courses, PBIS Advisory, Coding and Robotics and Languages Other than English.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries- The four class-size reduction teachers in Math(1), Reading & Writing (3), and an Academic Achievement Specialist (1) to assist with meeting our students' goals in all content areas.
2. Substitute pay- When the class size reduction teacher is absent, Title I will cover the cost of the substitute.
3. Extra Duty Pay- Staff members will be paid for having six or more students after school that support our instructional goals as specified in the CIP.
4. Parent and Family Engagement- We will increase parent involvement throughout the year with events like: Ranger Express, Open House, 8th Grade Parent Night, VIPS Meetings, STAAR Resource Family Movie Night, and Ranger Showcase Curriculum Night.

**Staff Responsible for Monitoring:** Principal
Director of Instruction

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities to provide all students with a well-rounded education: a variety of social, leadership, community service, academic clubs, and extracurricular activities.

**Strategy's Expected Result/Impact:** An increase in the number of students participating in programs outside of the school day.

**Staff Responsible for Monitoring:** Assistant Principals

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: Club sponsors will meet once a month as a group to calibrate, create a shared calendar and plan upcoming opportunities for students.

**Strategy's Expected Result/Impact:** Calibration and Calendar planning will reduce conflicting event times, allowing students to participate in more activities.

**Staff Responsible for Monitoring:** Assistant Principals

**Strategy 10 Details**

**Strategy 10:** Evidence-based school improvement strategy: EB Students who did not pass the 2025 Math STAAR will participate in ST Math targeted advisories for 26 minutes twice a week completing 35 puzzles.

Campus monitoring plan: ST Math participation data will be monitored weekly and provided to targeted advisory teachers.

District monitoring plan: District will review local assessment data.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: none needed

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** Emergent Bilingual (current & monitored) student performance goals:
Math Meets or Higher: 36%
Math Growth: 62%
Student Success (Domain I Component Score): 37 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
|---|
| **Strategy 1:** Campus Safety: We will implement health and safety lessons at least once a month, including Bringing out the Best through Advisory Classes.<br>**Strategy's Expected Result/Impact:** Improved campus safety<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Counselors |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Assistant Principals |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Assistant Principals |

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 |
|---|
| **Strategy 1:** Violence Prevention: Staff and students engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will implement and teach violence prevention strategies, including the use of the Cy-Fair Tip line, staff development focused on safety, and parent social media and substance abuse education information.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: We will identify, monitor, and provide Tier II and III behavior supports for students receiving referrals every week.<br>**Strategy's Expected Result/Impact:** Decrease in student referrals and an increase in positive behaviors.<br>**Staff Responsible for Monitoring:** Assistant Principals, Behavior Specialist |
| **Strategy 3 Details** |
| **Strategy 3:** Behavior Management: Staff will receive multiple trainings on behavior supports, behavior goals, and BIPS.<br>**Strategy's Expected Result/Impact:** Reduction in repeated referrals for students receiving special education services.<br>**Staff Responsible for Monitoring:** Assistant Principals, Behavior Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** 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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee, Behavior Specialist |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will create a campus-wide expectation and process for providing clear information and plans for substitutes.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Director of Instruction |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers and administrators will participate in monthly learning path training focused on the learning environment, ongoing assessment, feedback, new teacher academy, making student thinking visible, small group instruction, and student use of technology.<br><br>-Staff choose their learning paths related to their personal professional goals and goals for student growth.<br>-Learning Paths meet seven times per year.<br>-Research based strategies are modeled and presented to teachers.<br>-Participants collaborate and plan for future classroom strategies, using research-based strategies from the campus professional development library and each other.<br>-Lessons and strategies related to the three campus priorities are shared: 1. Quality First-Time Learning, 2. Creating a sense of belonging, and 3. Monitoring our Plans and Approaches to meet the needs of the students.<br>-Participants reflect on shared lessons, ask questions, and strategize for future lessons.<br>**Strategy's Expected Result/Impact:** Increased implementation of research-based instructional strategies. Increased student achievement.<br>**Staff Responsible for Monitoring:** Director of Instruction |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Campus events, academics, extracurricular activities or PBIS values will be highlighted on the campus social media accounts at least once a week.<br>**Strategy's Expected Result/Impact:** Highlight Cooks' three priorities to the public: quality first-time learning, creating a sense of belonging, and monitoring and adjusting our plans and approaches.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: A social media content calendar aligned with campus priorities, celebrations, and student activities will be developed.<br>**Strategy's Expected Result/Impact:** An increase in Social Media Posts will occur, increasing the awareness of the opportunities and experiences at Cook Middle School.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Parents will receive a monthly Ranger Roundup newsletter that informs them about campus activities, provides grading information, and offers tips on supporting their students.<br>**Strategy's Expected Result/Impact:** Parents will be informed of ways to get involved and upcoming events.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will keep parents informed about classroom activities and grades through weekly email updates.<br>**Strategy's Expected Result/Impact:** Teachers will send weekly emails to families at the appropriate appraiser and grade level to keep them informed of what is happening in class.<br>**Staff Responsible for Monitoring:** Appriasers |

# Cypress-Fairbanks Independent School District

# Dean Middle School

# 2025-2026



# Goals

**Goal 1:** 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Implement Campus-Wide Structured Student Discourse to strengthen academic language, critical thinking, and content understanding across all subject areas.<br><br>Strategy: All teachers will consistently embed structured academic discourse strategies--such as sentence stems, accountable talk routines, collaborative structures, and QSSSA--in daily instruction. Lessons will intentionally include Emergent Bilingual (EB) and SPED students in purposeful conversations to ensure equitable participation.<br>**Strategy's Expected Result/Impact:** Students will demonstrate greater language proficiency and deeper content mastery, evidenced by: Increased student talk time and use of academic vocabulary during lessons. Growth on common formative assessments and state assessments, with notable gains among EB and SPED student groups.<br>**Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, CCIS |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Strengthen TEKS-targeted small group instruction by using assessment data to drive planning and differentiation, with an emphasis on Math and Reading.<br><br>Strategy: Teacher teams will regularly analyze assessment data to identify TEKS gaps and plan intentional small-group lessons. Instructional coaches and teachers will co-plan and model small group instruction, providing targeted support for students performing below grade level and focusing on priority standards in Math and Reading.<br>**Strategy's Expected Result/Impact:** Students in targeted small groups will show accelerated mastery of TEKS, evidenced by: Improved performance on DPM/BCH assessments and classroom formative checks. Demonstrated growth among students performing below grade level, particularly in Math and Reading subpopulations.<br>**Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, CCIS |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Embed clear, TEKS-aligned lesson objectives and productive struggle in daily instruction to deepen critical thinking and persistence across all content areas, with an emphasis on Math, Science, and Social Studies.

Strategy: Teachers will design and deliver every lesson with a clearly posted and communicated learning objective that frames the purpose of learning and guides checks for understanding. Lessons will intentionally include rigorous tasks that require productive struggle--prompting students to explain reasoning, solve complex problems, and persevere through challenges.

**Strategy's Expected Result/Impact:** Students will demonstrate stronger critical-thinking skills and higher academic achievement, evidenced by: Increased engagement and persistence on rigorous tasks. Growth in the percentage of students reaching Meets and Masters performance on campus, district, and state assessments, particularly in Math, Science, and Social Studies.

**Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, CCIS

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Strategy 6 Details**

**Strategy 6:** 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: UIL academic competitions, Fine Arts, Athletics, high school credit courses, after-school clubs and activities, leadership opportunities and Positive Behavioral Interventions and Supports (PBIS).

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Staffing Support - Funds will cover four additional teachers, one clerical aide, and one behavior specialist to reduce class sizes, giving students more individualized attention and stronger academic growth so that students will meet goals in all content areas.

2. Substitutes & Extra Duty - Money is set aside for substitutes when Title I-funded staff are absent and for extra duty pay so teachers can lead professional development and family engagement events, ensuring instruction continues smoothly and families stay supported.

3. Temporary Workers - Temporary staff will be hired as needed to support instruction, providing students with extra help during critical times of learning.

4. Student Scholarships - Scholarships will give students access to academic and enrichment opportunities they might not otherwise afford, expanding their skills, confidence, and readiness for the future.

5. Professional Learning - Funds will support teacher training, conference registrations, and professional development so teachers bring back new strategies and tools that directly improve student learning.

6. Instructional Supplies - A large portion of the budget will provide essential classroom supplies and materials, removing barriers and ensuring every student has what they need to succeed.

7. Student Enrichment - Money will be used for student field trips and snacks, giving students engaging real-world learning opportunities and keeping them focused during lessons.

8. Transportation - Title I funds will pay for buses so students can safely attend tutoring, academic programs, and after-school activities, boosting attendance, grades, behavior, and a sense of belonging.

9. Parent & Family Engagement - Funds will support supplies, events, and activities that strengthen family-school partnerships, ensuring families feel connected and better able to support student success.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Expand student leadership opportunities and participation in clubs and organizations to strengthen voice, responsibility, and community connection.

**Strategy's Expected Result/Impact:** By May, ensure that at least 70% of students are actively involved in one or more leadership roles, clubs, or campus organizations, as tracked through sign-in sheets, rosters, and student surveys.

**Staff Responsible for Monitoring:** Principal, AP's, DI, AAS

| Strategy 9 Details |
| --- |
| **Strategy 9:** Improving Student Engagement: Increase student engagement and a sense of belonging by fully implementing PBIS (Positive Behavioral Interventions and Supports) practices schoolwide.<br>**Strategy's Expected Result/Impact:** By the end of the school year, at least 90% of students will participate in PBIS-related activities or incentives and demonstrate improved behavior indicators (e.g., reduced referrals, improved attendance), as measured by campus discipline and climate survey data.<br>**Staff Responsible for Monitoring:** Principal, AP's, Behavior Specialist, AAS |

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 |
| --- |
| **Strategy 1:** Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day.<br>**Strategy's Expected Result/Impact:** 100% of students, staff, and campus visitors will comply with safety protocols - wearing ID badges, students carrying clear backpacks, staff approaching visitors without a badge, not opening or propping open exterior doors, and keeping classroom doors locked.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS |

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 |
|---|
| **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. Implement proactive measures, including mediation and restorative practices, to teach students alternative strategies for resolving differences amongst peers.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists |
| **Strategy 2 Details** |
| **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. Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Build in incentives to increase attendance on high absence days such as Monday and Friday. Recognize staff with perfect attendance each month with certificates and incentives.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

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:** Walk Through Data
Campus/District Assessment Data
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers and instructional leaders will participate in professional development focused on the reflective cycle and instructional practices such as formative assessment, student discourse, small group instruction, and engagement techniques.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>**Staff Responsible for Monitoring:** Director of Instruction, AAS, CCIS |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Use official campus social media platforms (X, Instagram, Facebook) to highlight PBIS celebrations, student recognition, and positive behavior stories at least twice per week, including photos, short videos, and student testimonials.<br>**Strategy's Expected Result/Impact:** By the end of the school year, family and community engagement metrics (likes, shares, comments, and follower count) will increase by 25%, reflecting stronger connections and visibility of the school's positive culture.<br>**Staff Responsible for Monitoring:** Principal, DI |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Post weekly classroom spotlights on campus social media, featuring photos or short clips of innovative lessons, student projects, and teacher-led activities across grade levels and subjects.<br>**Strategy's Expected Result/Impact:** By May, audience reach and engagement on instructional posts will rise by 20%, and teacher participation in sharing classroom highlights will increase, demonstrating a stronger schoolwide culture of celebrating teaching and learning.<br>**Staff Responsible for Monitoring:** Principal, DI |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Publish a bi-weekly parent newsletter via SMORE highlighting upcoming PAFE events, student achievements, and campus news. Include a quick-response feedback link in every issue and cross-share the newsletter on all campus social media platforms.<br>**Strategy's Expected Result/Impact:** By the end of the school year, newsletter open rates will rise to at least 60% and parent feedback submissions will increase by 15%, demonstrating improved two-way communication and greater parent awareness of campus opportunities.<br>**Staff Responsible for Monitoring:** Principal, DI |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Host at least three Parent and Family Engagement (PAFE) events--including Family Game Night, Cafe Con Pan, and Mustang Masterpiece--and promote them through flyers, social media, and the weekly SMORE newsletter.<br>**Strategy's Expected Result/Impact:** By May, parent attendance at PAFE events will increase by 20% compared to the previous year, as measured by event sign-in sheets and post-event surveys, reflecting deeper family involvement and stronger school-home partnerships.<br>**Staff Responsible for Monitoring:** Principal, DI, AAS |

# Cypress-Fairbanks Independent School District

# Goodson Middle School

# 2025-2026



# 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.

**Performance Objective 1:** 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Intentional and purposeful planning during PLCs<br><br>Strategy: Teachers will design and implement purposeful instruction that aligns with learning objectives and student needs<br>**Strategy's Expected Result/Impact:** improved student comprehension, higher academic achievement, and cognitive engagement<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, APs, and AAS |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Support teachers in learning how to plan for and implement academic discourse to increase student engagement.<br><br>Strategy: Teachers will facilitate academic discourse to promote critical thinking and deepen student understanding<br>**Strategy's Expected Result/Impact:** enhance students' critical thinking, communication skills, and content mastery<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, APs, and AAS |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Coaching Support for academic discourse and small group instruction<br><br>Strategy: Teachers will utilize data to deliver targeted small group instruction & tutorials to address specific learning gaps and support differentiated learning<br>**Strategy's Expected Result/Impact:** close learning gaps, support differentiated instruction, and improve overall student performance by addressing individual academic needs more effectively<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, APs, and AAS |

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Goodson will follow up with at-risk students and those not attending school to find ways that work with families to get kids to school. The administrative team will work closely with the Attendance Clerk and Attendance Officer to locate students who are absent at the beginning of the school year. We will call parents and contacts of all missing students to ensure all students are located and will follow up with all student withdrawals to ensure all have enrolled in another campus. We will monitor attendance throughout the school year and work closely with the attendance team to monitor any potential dropouts and provide services (counseling/social services) as needed to prevent dropouts.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Admin team, counselors, Attendance Clerk/Registrar, Attendance Officer

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Create more opportunities for students to be engaged outside of the instructional day with the addition of clubs such as Baseball and Computer Science Club

**Strategy's Expected Result/Impact:** increase student engagement beyond the classroom, promote skill development, foster teamwork and leadership, and contribute to a more well-rounded and motivated student body

**Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: . Encourage student participation in volunteer projects through various clubs and organizations

**Strategy's Expected Result/Impact:** Cultivate a sense of social responsibility, enhance community connections, and develop students' leadership and teamwork skills

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Club Sponsors

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 |
| --- |
| **Strategy 1:** Campus Safety: Teachers will be trained to facilitate a thorough lockdown lesson that addresses several scenarios in case of a lockdown. The lesson will include the assigned areas to go if a student is not inside the building, a run, hide, fight video, how to secure a room, and address any student concerns. The full lesson will be taught once a semester with reviews throughout the school year.<br>**Strategy's Expected Result/Impact:** Completion of all project safety lessons<br>**Staff Responsible for Monitoring:** Administrative Team, Goodson Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Administrative Team, Goodson Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Campus Safety: Conduct weekly perimeter checks of all doors that have direct access to the main building, install peepholes on all exterior doors, and install and train pertinent staff on door alarms.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) taks and trainings will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Administrative Team, Goodson Staff |

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), including the daily use of the district "School Attendance Dashboard" to monitor trends in student absences. The admin team will work together to communicate with parents to resolve attendance issues and encourage daily attendance.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, AAS |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate any potential violent incidents in relation to the CFISD report on violence and violence prevention. Goodson will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors |
| **Strategy 2 Details** |
| **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. When students are referred to the office, the assistant principals will focus on restorative discipline by building positive relationships with students while teaching students how to take ownership of their behavior. During these conferences, the administrator will review the expectations of the PRIDE matrix and teach students how to respond correctly to situational conflict.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Administrative Team and Teachers |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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% from the previous school year.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff with perfect attendance will be recognized on a monthly/semester basis with a certificate, sign placed on door, and an incentive reward. An incentive program will be created for the "Team" and/or department with the highest attendance percentage each month.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Substitute Representative, Director of Instruction, Campus Instructional Leadership Team |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will have the opportunity to participate in the district Digital Learning Conference (DLC), Campus Professional Learning sessions focused on small-group instruction, CFISD EdTech training, numerous Gifted and Talented trainings for GT certification, and numerous district curriculum trainings in August and throughout the entire school year.<br>**Strategy's Expected Result/Impact:** Teachers will be prepared to design, plan, and implement effective and engaging lessons using educational technology, be able to meet students' SEL needs, provide a safe and secure learning environment, and earn all required certifications and professional development hours.<br>**Staff Responsible for Monitoring:** Director of Instruction, CCIS |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will use our hashtag, PRIDE in every step, in all of our posts to celebrate our 25 year anniversary.<br>**Strategy's Expected Result/Impact:** Enhance parent and community engagement through increased participation on social media platforms<br>**Staff Responsible for Monitoring:** Principal and Director of Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Encourage more staff to share on social media the amazing things happening at Goodson academically and in extracurricular activities<br>**Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms<br>**Staff Responsible for Monitoring:** Principal and Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Promoting opportunities on social media to be involved with the school<br>**Strategy's Expected Result/Impact:** Increased awareness and participation of parents and community members in school activities and initiatives, leading to stronger engagement, improved communication, and a more connected school community<br>**Staff Responsible for Monitoring:** Principal and Director of Instruction |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will work with our local businesses to partner with our school<br>**Strategy's Expected Result/Impact:** strengthen community ties, provide students with enhanced learning opportunities such as mentorships, and foster a supportive network that contributes to student success and school improvement<br>**Staff Responsible for Monitoring:** principal, director of instruction, AAS |

# Cypress-Fairbanks Independent School District

# Hamilton Middle School

# 2025-2026



# 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.

**Performance Objective 1:** 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, Science, and Social Studies

**Next Year's Recommendation:** Train staff on how to frame the lesson using LIs and SC (emphasize importance of opening with LI and closing the lesson with formative check).

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Strengthen Tier 1 instruction through intentional planning that promotes clarity, engagement, and academic language across all classrooms.<br><br>Strategy: Deepen the implementation of Teacher Clarity to ensure daily lessons are grounded in clear learning intentions and success criteria that align with the depth of the standard and are formatively assessed to ensure progress toward mastery.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Director of Instruction, DIHT, AAS, CCIS |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthen Tier 1 instruction through intentional planning that promotes clarity, engagement, and academic language across all classrooms.<br><br>Strategy: Increase cognitive student engagement by implementing total participation strategies, incorporating regular opportunities for student discourse, and encouraging student choice where appropriate to increase motivation.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Director of Instruction, DIHT, AAS, CCIS |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthen Tier 1 instruction through intentional planning that promotes clarity, engagement, and academic language across all classrooms.

Strategy: Utilize Tiger Den to facilitate the following: 1) Closing the Gap for all students via the multidisciplinary project, 2) Tier 3 Intervention based on recent, relevant data points, 3) Opportunity Lab for students who have been absent, and 4) Monday Meetups for the opportunity to connect and build a sense of belonging.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Director of Instruction, DIHT, AAS

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Hamilton Middle School will conduct routine meetings with our attendance support staff to coordinate efforts in reaching out to parents of students who have left us and are unaccounted for though phone calls, emails, and sometimes agencies such as CPS.

**Strategy's Expected Result/Impact:** The dropout rate will remain at 0%.

**Staff Responsible for Monitoring:** Registrar, Attendance Clerk, Principal, Assistant Principals

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Expand opportunities for student voice and choice by implementing regular student feedback surveys, increasing student participation in decision-making groups (such as advisory councils), and promoting interest groups and activities.

**Strategy's Expected Result/Impact:** To strengthen students' ownership and connection to school.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Increase engagement through relevant and interactive learning experiences by providing professional development for teachers on student-centered instructional strategies (i.e., structured student discourse, stations, gallery walks, think-pair-share, technology integration).

**Strategy's Expected Result/Impact:** To ensure lessons are interactive, relevant, and aligned to students' interests and real-world applications.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, DIHT, CCIS

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:** Records of safety drills and other required safety actions.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: Our staff will attend campus safety training in August, keep all classroom doors locked, and monitor door prop alarms.<br>**Strategy's Expected Result/Impact:** Staff will be more prepared in the event of a safety emergency.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principals, Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will create and implement new supervision assignments based on incident location data, reorganize the building to mitigate foot traffic congestion, and use the Hamilton Help email address to facilitate faster response time to support classrooms.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on how to effectively implement classroom routines and procedures, including the development of class norms for each period. Our staff will utilize the PBIS rewards system to reinforce positive student behaviors, and we will mitigate the need for exclusionary placement by utilizing a tiered system of support led by our Assistant Principals.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: We will have at least a 10% gain in our current EPS results for "collaboration is encouraged and practiced."

**Evaluation Data Sources:** Employee Perception Survey

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The Hamilton MS instructional leadership team will build teacher capacity by facilitating weekly instructional rounds, allowing teachers the opportunity to participate in learning walks to view fellow teachers' classrooms, and working in conjunction with appraisers who conduct CF-TESS informal and formal observations.<br>**Strategy's Expected Result/Impact:** We will have at least a 10% gain in our current EPS results for "collaboration is encouraged and practiced."<br>**Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, DIHT, CCIS |

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 and requested areas.

**Evaluation Data Sources:** Collaborative Team meetings
Walk-throughs
Data Dig Action Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus professional development will be focused on teacher clarity, high-quality first-time instruction, and effective data analysis. We will offer optional micro-PD sessions on Fridays during teachers' planning periods.<br>**Strategy's Expected Result/Impact:** We will improve the level of cognitive engagement among our students, which will, in turn, increase their success on formative and summative assessments.<br>**Staff Responsible for Monitoring:** Principal, DI, DIHT |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Implement a structured social media calendar to ensure consistent, positive communication. Posts will highlight student accomplishments, staff recognitions, extracurricular successes, and community partnerships at least three times per week.<br>**Strategy's Expected Result/Impact:** Build stronger partnership with our parents and community.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Math CCIS/Social Media Liaison |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Use social media to gather more family input by incorporating interactive content such as Q&A sessions and campus polls.<br>**Strategy's Expected Result/Impact:** Build stronger partnership with our parents and community.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Math CCIS/Social Media Liaison |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Expand outreach through multiple platforms (parent newsletters, social media, texts, and School Messenger) and ensure communication is accessible in families' home languages with an increased focus on parents to share feedback through surveys and focus groups.<br>**Strategy's Expected Result/Impact:** Build stronger partnership with our parents and community.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Host family workshops, parent information nights, and community events at varied times (including evenings and weekends) and locations (local apartment complexes) to accommodate family schedules.<br>**Strategy's Expected Result/Impact:** Build stronger partnership with our parents and community.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Hopper Middle School

# 2025-2026

# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Student academic growth in ELAR and Math was 61%, which is below expected targets and indicates that many students are not making adequate progress toward grade-level mastery.<br><br>Strategy: Consistently check for understanding during instruction and analyze student responses in real time - this on going feedback will guide immediate adjustments, differentiate support, and ensure all students stay on track for mastery.<br>**Strategy's Expected Result/Impact:** The expected result would be more responsive instruction, with teachers identifying and addressing misconceptions as they happen. Students will experience clearer guidance, increased confidence, and stronger mastery of concepts, leading to improved academic growth and fewer learning gaps.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: In Math and Social Studies, fewer than 50% of students scored at the "Approaches" level, preventing the campus from reaching the 70% performance target (current performance: 63%). This indicates that a significant number of students are not yet demonstrating basic grade-level readiness.<br><br>Strategy: Strengthen first time instruction by implementing frequent formative checks to identify misconceptions early in Math and Social Studies. Pair this with small-group and ongoing teacher collaboration to ensure essential skills are explicitly taught, reinforced, and monitored for mastery.<br>**Strategy's Expected Result/Impact:** The expected result would be an increase in the number of students reaching at least the "Approaches" level, closing learning gaps and moving the campus closer to the 70% performance target. Students would demonstrate stronger grade-level readiness and greater confidence in Math and Social Studies skills.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Math performance declined across all three performance levels in every grade, indicating that students are not consistently mastering grade-level content or retaining prior learning.

Strategy: Implement a spiraled curriculum and mastery-focused instruction strategy, where teachers regularly revisit essential skills from previous grades while explicitly teaching current grade-level content. Incorporate frequent formative assessments, targeted interventions, and collaborative planning to identify gaps, reinforce learning, and ensure long-term retention.

**Strategy's Expected Result/Impact:** The expected result would be improved student mastery and retention of both current and prior grade-level math concepts, leading to higher overall performance across all performance levels. Students would demonstrate stronger understanding, confidence, and readiness for successive math content.

**Staff Responsible for Monitoring:** Principal, Director of Instruction

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: The Registrar will work with the Attendance Officer, Assistant Principals, and Counseling office to make contact and create an action plan with parents as well as provide support with outside resources as needed.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors

**Strategy 6 Details**

**Strategy 6:** 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: Counselors Corner, Lunch Bunch groups, and Husky Huddles.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Program Sponsors.

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

Hopper will implement the following measures.

1. Additional Staffing - The class-size reduction teachers in core content areas will assist in lowering the student-to-teacher ratio which will assist in meeting or exceeding instructional targets.

2. Substitute Pay - When the above staff members are absent, Title I funds will cover the cost of the substitute.

3. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students

5. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Implement interest-based "Lunch Bunch" student groups during extended lunch on Wednesdays to increase student engagement, foster positive relationships, and provide enrichment opportunities outside of instructional time.

**Strategy's Expected Result/Impact:** The expected outcome would be increased student engagement and a stronger sense of connection to peers and staff, along with enhanced social-emotional development and exposure to enrichment opportunities beyond the regular classroom.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: Involve students in positive advertising of events on campus and on social media.

**Strategy's Expected Result/Impact:** The expected outcome would be greater student ownership and enthusiasm for campus activities, leading to higher event participation and a stronger, student-driven sense of school pride and community.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals

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 |
| --- |
| **Strategy 1:** Campus Safety: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures.<br>**Strategy's Expected Result/Impact:** Students and Staff will be in a safe environment<br>Intruders will be easily identifiable<br>**Staff Responsible for Monitoring:** All Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Safety Coordinator AP |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Counselors |

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 |
| --- |
| **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. Campus will continue to use Bringing Out the Best lessons.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals |
| **Strategy 2 Details** |
| **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. PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. |

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, teachers will receive job targeted professional development based on individual needs.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Capacity Building Walks, Learning Hoppertunities during Wisdom Wednesday, Zero Hour Committees, Sibme Coach the Coach, WeClimb Master Teacher Coaching<br><br>Capacity Building Walks - allow teachers the opportunity to see colleagues successfully implementing instructional strategies<br>Learning Hoppertunities - professional development sessions that address campus wide needs as they arise<br>Zero Hour Committees - teachers selected committee that focuses on instructional practices that meet bi-monthly, these groups work on creating a professional development session to be presented in January<br>Sibme Coach the Coach - instructional coaches will be coached through the Sibme program by our instructional leadership team<br>WeClimb Master Teacher Coaching - a district created form to collect data on instructional strategies observed in classroom observations<br>**Strategy's Expected Result/Impact:** Teachers will grow in areas that align with their goals.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Increase visibility of our communication channels by prominently displaying our social media handles at all school events to encourage families to connect, follow, and stay informed.<br>**Strategy's Expected Result/Impact:** The expected outcome would be increased family engagement and awareness, with more parents following school social media accounts, receiving timely updates, and feeling more connected to campus events and communications. Over time, this could lead to higher participation in school activities and stronger home-school partnerships.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Highlight upcoming events, classroom spotlights, student achievements, and community partnerships to ensure a consistent and varied stream of content on our social media platforms.<br>**Strategy's Expected Result/Impact:** The expected outcome would be a more informed and engaged school community, with families and stakeholders regularly interacting with content, celebrating student successes, and staying aware of school events and initiatives. This consistent, varied content can strengthen school pride and foster a sense of connection between the campus and its community.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Host two large-scale community events, one in the fall and one in the spring, that bring together families, local organizations, and staff to celebrate and strengthen school-community connections.<br>**Strategy's Expected Result/Impact:** The expected outcome would be stronger relationships between the school, families, and the broader community, leading to increased trust, collaboration, and participation in school activities. These events can foster a sense of belonging and shared investment in student success.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: Increase attendance at parent meetings by offering flexible scheduling and incorporating interactive topics that address family interests and needs<br>**Strategy's Expected Result/Impact:** The expected outcome would be higher parent participation in meetings, with families feeling their time is valued and their interests addressed. This can lead to stronger communication, increased collaboration, and greater support for student learning.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |

# Cypress-Fairbanks Independent School District

# Kahla Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Our immediate priority is accelerating student performance in Math and Reading, to move student achievement above the 50% threshold for "Meets" and "Masters" levels.<br><br>Strategy: Teachers will use data-driven instruction to target student growth. We will implement a consistent cycle of data analysis to inform our purposeful small-group instruction and interventions, ensuring we meet students exactly where they are. This will be supported by implementing strong Tier 1 instruction and cultivating student ownership through high-leverage engagement strategies.<br>**Strategy's Expected Result/Impact:** We anticipate increasing the percentage of students who score at the Meets and Masters levels on the STAAR test.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Our immediate priority is accelerating student performance in Social Studies and Science, to move student achievement above the 45% threshold for "Meets" and "Masters" levels.<br><br>Strategy: Teachers will use a consistent cycle of data analysis to drive our differentiated instruction. We will use this data to form purposeful small groups and provide targeted learning opportunities to meet the specific needs of our students.<br>**Strategy's Expected Result/Impact:** We expect to increase the percentage of students scoring at the Meets and Masters levels on the STAAR test.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Our SPED and Emergent Bilingual students underperformed by 19% in all subjects when compared to all students at the Meets and Masters levels.

Strategy: Teachers will prioritize monitoring and adjusting accommodations to ensure they are actively supporting student learning. This will include ongoing collaboration between general education, ESL support, and special education teachers to ensure the accommodations are effective in the classroom.

**Strategy's Expected Result/Impact:** We expect to increase the percentage of students with accommodations scoring at the Meets and Masters levels on the STAAR test.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

**Strategy 4 Details**

**Strategy 4:** Students will engage in lessons on nutrition and fitness and take part in fitness-related events both at the campus and district levels.

**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness

**Staff Responsible for Monitoring:** Principal

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

**Strategy 6 Details**

**Strategy 6:** 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: Performing & Visual Arts Programs, Coding & Robotics, Career & Technical Education, Technology Education, and Yearbook.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal and Director of instruction

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Additional Staffing - The class-size reduction teachers in Math and Social Studies will assist in lowering the student-to-teacher ratio. All additional staff will assist in meeting or exceeding instructional targets.

2. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension, assisting in meeting instructional targets and goals.

3. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms, assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students

5. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs.

6. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays.

7. Online learning platform - Students will utilize online resources such as IXL as additional interventions at school and home to assist in meeting or exceeding instructional targets.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: We will strengthen campus culture by intentionally expanding and leveraging student-led clubs and leadership opportunities, ensuring that every student has an authentic voice in shaping school initiatives and fostering a deeply connected learning environment.

**Strategy's Expected Result/Impact:** An increase in student participation and consistent attendance in non-mandated before- and after-school programs.

**Staff Responsible for Monitoring:** Counselors

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: We will significantly improve student cognitive engagement by requiring the intentional design and delivery of interactive learning experiences across all content areas.

**Strategy's Expected Result/Impact:** An increase in instructional fidelity, enhanced student ownership, and STAAR growth.

**Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction

## Strategy 10 Details

**Strategy 10:** Evidence-based school improvement strategy: The primary improvement strategy centers on a Coaching Cycle triggered by student achievement scores (STAAR data and District Performance Measures - DPM results). This cycle provides teachers with focused instructional coaching from the CCIS to implement high-impact strategies. These strategies include small-group facilitation, cognitive engagement tactics, and structured student discourse to drive student success and address learning gaps.

Campus monitoring plan: Implementation is monitored through Performance Matters Navigation, including dedicated DPM data digs and unit test data chats following each assessment to reflect on student growth and identify student regression. AAS and CCIS create "Baseball Card reports" to pinpoint students who have regressed. Teachers use this data to view specific student populations, specifically dual coded (Continuously Enrolled, EB, and 2 or More Races) ensuring the targeted support is focused and effective.

District monitoring plan: Kahla is a CFISD Priority school. District leaders monitor implementation by reviewing the same student achievement data (STAAR and DPM results) used to trigger the campus-level interventions. Monitoring focuses on the frequency and effectiveness of the campus Coaching Cycle and the overall progress of targeted populations toward interim and final performance goals.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: Campus resources are reallocated primarily as focused time and personnel. CCIS and AAS staff time is specifically reallocated to building Baseball Card reports, providing focused instructional coaching through the Coaching Cycle, and facilitating professional development. Teacher time is reallocated to participate in DPM data digs, unit test data chats, and dedicated time for small group instruction during gap-closing sessions (QUEST time) to ensure targeted support.

District reallocation of resources to support the strategy: District resources, specifically District Coaches' time, are reallocated to balance two critical functions:
Modeling Lessons for Teachers: Providing direct, job-embedded modeling of high-leverage instructional strategies (e.g., small-group facilitation, structured discourse, HQFTI) to build teacher capacity.
Providing Campus Interventions: Delivering direct instructional support during large-scale intervention sessions for targeted student populations to rapidly close identified achievement gaps.

**Strategy's Expected Result/Impact:** Two or more races student performance goals:
RLA Meets or Higher: 56%
Math Meets or Higher: 56%
RLA Growth: 68%
Student Success: 55 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

EB current and monitored student performance goals:
Math Meets or Higher: 36%
RLA Growth: 57%
Math Growth: 62%
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

Continuously Enrolled student performance goals:
Math Meets or Higher: 49%
Math Growth: 67%
Student Success: 48 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

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, exterior door checks, and other required safety actions.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: Bringing Out The Best lessons will be implemented weekly through advisory classes. These lessons will include various reminders of good citizenship as well as safety guidelines related to positive student behaviors. We will continue to reinforce the use of clear backpacks, and students wearing Identification badges at all times while on campus. Additionally, all interior doors will remain shut and locked throughout the day, and weekly exterior door checks will be conducted by an assistant principal.<br>**Strategy's Expected Result/Impact:** All students and staff will comply with campus safety protocols.<br>**Staff Responsible for Monitoring:** Assistant Principals and Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Each member of the administrative team and those who support them will have access to radios to ensure all leaders have sufficient communication.<br>**Staff Responsible for Monitoring:** Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Academic Achievement Specialists, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Academic Achievement Specialists, Assistant Principals |

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 |
| --- |
| **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. All students will recieve training on how to submit anonymous tips through tipline. Lessons will also be provided by the counseling office related to bullying prevention and ways to effectively deal with emotions such as stress, fear, anger, and depression. We will also continue to encourage students to "see something, say something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, Teachers |
| **Strategy 2 Details** |
| **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. Kahla's restorative practices will be outlined in the Kahla Relational Strategy Board, and those strategies discussed with staff through on-campus PD opportunities to assist staff in effectively addressing misbehavior and ways to reduce the harm that those behaviors cause.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Leadership, and Campus Administration |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** The campus will highlight staff that has perfect attendance for each month and provide additional staff incentives.<br>**Strategy's Expected Result/Impact:** Increased staff attendance by 1%<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, and Sub Representative paraprofessional. |

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, and Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to supporting instructional practices, technology, SEL, classroom management, and restorative practices. Campus experts will have the opportunity to lead sessions each semester.<br>**Strategy's Expected Result/Impact:** Teachers will implement and use PD sessions to enhance their Personal Professional Goals.<br>**Staff Responsible for Monitoring:** Director of Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Teachers will receive continuous coaching and support from our campus Instructional Leaders through the use of weCLIMB walks.<br>**Strategy's Expected Result/Impact:** Teachers will seek opportunities to enhance their personal and professional goals.<br>**Staff Responsible for Monitoring:** Principal, DI, AP, AAS, CCIS |

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 and Activity sign-in sheets/records

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Implement a mandatory, coordinated campus content schedule to ensure consistent, high-quality posts that celebrate student and staff achievements and drive family engagement across all platforms.<br>**Strategy's Expected Result/Impact:** We anticipate increasing our overall digital visibility by achieving 100% adherence to the new campus content schedule (demonstrating consistency) while simultaneously driving a 20% increase in average weekly user engagement metrics (likes, comments, and shares) across all platforms.<br>**Staff Responsible for Monitoring:** Director of Instruction and DIHT |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Implement interactive content strategies (e.g., live quizzes, polls, and Q&A sessions) across all platforms<br>**Strategy's Expected Result/Impact:** We anticipate significantly increasing two-way communication and the transparency of our academic programs by achieving a 25% increase in audience interaction metrics (e.g., comments, poll responses, and shares) that provide real-time windows into classroom learning and campus culture.<br>**Staff Responsible for Monitoring:** Director of Instruction and DIHT |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will strengthen the home-to-school connection by hosting targeted, high-impact parent engagement events--including Academic Knight, the Parent Empowerment Symposium, and the Elective Fair--specifically designed to inform families about our academic programs and technology. All essential meeting times and information, with Spanish translation provided, will be delivered consistently across our unified communication channels (Schoology, School Messenger, and social media).<br>**Strategy's Expected Result/Impact:** We anticipate a 20% increase in unique parent/guardian attendance at all major targeted events and improved parental knowledge by 15%, as captured on post-event feedback surveys.<br>**Staff Responsible for Monitoring:** Principal, DI, AAS, Counselors, Teachers |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will strengthen and significantly grow parent and community engagement by intentionally expanding the capacity and reach of the existing VIPS (Volunteers In Public Schools) program.<br>**Strategy's Expected Result/Impact:** We will achieve a 25% increase in the number of actively engaged registered VIPS volunteers.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

# Cypress-Fairbanks Independent School District

# Labay Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Expecting quality work from all students.<br><br>Strategy: Setting high standards for all students, communicating expectations to students and families, spend more quality time creating high-quality instruction through planning, coaching, and curricular.<br>**Strategy's Expected Result/Impact:** Expecting quality work from all students will allow the expectation for higher scores on STAAR. Working with the students who are on the cusp of reaching Meets allows opportunity for students in Approaches to show growth.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Making data-driven decisions for all students.<br><br>Strategy: Create a more collaborative approach to be intentional and frequent in sharing they why and how decision are being made and the decision making process. Aligning a strategic data dig process to vertically align, reach cross-curricular, and share data more holistically.<br>**Strategy's Expected Result/Impact:** Making data-driven decisions for all students will result in more focused planning and differentiation while teaching. By continuing to share data, the value of the data will increase because we can begin to focus teaching the how and not the why.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal<br>Physical Education Teachers |

**Strategy 4 Details**

**Strategy 4:** Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school.

**Strategy's Expected Result/Impact:** These students, with a focus on 6th graders, will be targeted for our mentoring program.
The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, AASs

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Teachers, Counselors, AASs, DI

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries: The 4 additional teachers in content-area classes will lower class sizes and will assist in meeting instructional goals.

2. Professional Development: The Leadership Team will continue to work with Pete Hall on the shift for teaching and leading with goals in mind, a changed culture mindset.

3. Substitute Pay: When the class size reduction teacher is absent, Title I funds will cover the cost of the substitute teacher.

4. PBIS app and supplies: Students will earn incentives through the PBIS app and use their points in the PBIS store. An emphasis on positive behavior supports will help our campus meet behavioral goals.

5. Extra Duty Pay: Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals.

6. Parent Involvement: We will increase parent involvement throughout the year with events like Eagle Express, Open House, Elective's Night, Multi-Cultural Night, etc. Staff members will communicate information regarding these events and other opportunities to support our goal of increased parent involvement.

7. Educator's Handbook: Staff will input referrals and keep track of student discipline through the online platform.

8. Wayground: Teachers will use the online system to assess students in a variety of ways.

9. Classroom Supplies: Beginning of the year backpacks and school supplies support students and needs for classrooms.

**Staff Responsible for Monitoring:** Principal
Director of Instruction
AASs
STAAR-Tested Content Teachers
DI Helping Teacher
CCISs

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Providing the opportunity for more clubs based on student request.

**Strategy's Expected Result/Impact:** With students requesting more clubs on campus, students will feel more connected to the campus and want to come to school to participate.

**Staff Responsible for Monitoring:** Principal, AASes, Club Sponsors

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Students will continue to find organizations they are connected to through a variety of topics including fine arts, athletics, Student Council, Science Olympiad, Language and Cultures Nights, etc.<br>**Strategy's Expected Result/Impact:** Students will learn about different cultures and find ways to support their peers through a variety of clubs on campus<br>**Staff Responsible for Monitoring:** Principal, AAS, Club Sponsors |

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 |
|---|
| **Strategy 1:** Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures.<br>**Strategy's Expected Result/Impact:** Campus will be proactive and prepared to address a variety of emergency situations.<br>A common language will be developed for clarity of communication in an emergency situation.<br>Any person who is an intruder on campus will be easily identified.<br>Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods.<br>**Staff Responsible for Monitoring:** All Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Campus Safety Coordinator, Leadership Team, All Staff |

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 |
|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate will allow students to receive quality first-time instruction which will minimize the need for AI or other intervention strategies the following school year.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>All Teachers<br>AASs<br>APs<br>Attendance Secretary/Registrar<br>Counselors |

| Strategy 2 Details |
|---|
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** While seeking a 95% overall attendance rate, attendance will become a campus-wide priority. The principal updates a bulletin board with weekly attendance information, the AASes created an incentive program for attendance, assistant principals are offering incentives, AASes are meeting with students when their attendance drops to 95% and then again at 90%, the campus marquee promotes attendance, and Labay social media promotes attendance.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>AASs<br>APs<br>Attendance Secretary/Registrar<br>Counselors |

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 |
| --- |
| **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. Labay Staff will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in de-escalating situations with students and using each situation as a teachable moment.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officer, All Staff |
| **Strategy 2 Details** |
| **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 will be proactively taught desired behaviors via Project Safety Advisory Lessons and Bringing Out the Best (character education) lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, All Staff |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Administrative team, PBIS Committee, Substitute Office Personnel |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: We will continue to provide high quality professional development for all staff - such as Labay developed professional development, Labay Leadership Academy, trainings available from Student Services, Digital Learning Conference, Witsby, Lunch and Learns, and Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts).<br>**Strategy's Expected Result/Impact:** The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders.<br>Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students.<br>Labay developed professional development will be targeted and relevant to the staffs needs that employ the use of Hattie's Best Practices.<br>Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms.<br>**Staff Responsible for Monitoring:** CCISs, APs, DI, principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: We will add administrators to the social media accounts so that more people have access to contribute to the Labay main pages.<br>**Strategy's Expected Result/Impact:** With more administrators having access to the campus social media accounts, the expectation is that more posts will happen.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, APs |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will challenge all departments, clubs, and organizations to setup and actively post on their own Labay-connected pages and actively tag the Labay main page to increase followers and presence online.<br>**Strategy's Expected Result/Impact:** By having more departments, clubs, and organizations with access to posting on social media, the Labay community will have more access to knowledge of what is going on at Labay through the lens of multiple coaches and teachers.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, and teachers and coach accessing social media |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Because parents/guardians are unaware of engagement activities, and students have a resistance to parent involvement, and parents are unsure of direct benefit to their child, the administration is creating a monthly, campus newsletter.<br>**Strategy's Expected Result/Impact:** When the newsletter is emailed out the first week of each month, parents/guardians will be aware of events, celebrations, and news from the campus so they can choose their involvement. The newsletter will be translated into Spanish.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, APs |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will increase bilingual communication and identify Spanish-speaking staff members during events.<br>**Strategy's Expected Result/Impact:** Some parents feel isolated when they attend events because they do not speak English and we are hoping Spanish-speaking families feel more supported with easier access to Spanish-speaking staff.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS |

# Cypress-Fairbanks Independent School District

# Rowe Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Through the blended learning format, teachers will strengthen small group instruction for all students to allow for processing with immediate feedback.<br><br>Strategy: Teachers will apply backwards-design planning, starting with the TEKS analysis to increase intentionality of small group instruction.<br>**Strategy's Expected Result/Impact:** As a result of having daily lesson goals that are clearly linked to the TEKS, students will show growth and increased achievement levels.<br>**Staff Responsible for Monitoring:** Campus Appraisers; Campus Content Instructional Specialists |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Through the blended learning format, teachers will strengthen small group instruction for all students to allow for processing with immediate feedback.<br><br>Strategy: Teachers will receive training during August PD and throughout the school year on High-Impact Teaching Strategies (HITS). They will incorporate these strategies into daily lessons in order to engage learners.<br>**Strategy's Expected Result/Impact:** Small group instruction will shift from being highly teacher-focused to more student-driven discourse and processing, thereby increasing cognitive engagement and achievement levels.<br>**Staff Responsible for Monitoring:** Campus Administrators; Campus Instructional Coaches |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Through the blended learning format, teachers will strengthen small group instruction for all students to allow for processing with immediate feedback.

Strategy: Students will apply the sign post strategy when reading in social studies and language arts. Teachers will continue to reinforce the RACE critical writing strategy each week by having the students demonstrate their knowledge using short constructed responses.

**Strategy's Expected Result/Impact:** Students performance levels will improve in all content areas.

**Staff Responsible for Monitoring:** Director of Instruction; Campus Content Instructional Specialists

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Assistant Principals
Academic Achievement Specialists
Grade Level Counselors
Registrar

**Strategy 6 Details**

**Strategy 6:** Well-Rounded Education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:

1. Electives courses: 6th grade students are allowed to select one elective course in the area of fine arts. Courses include Theater, Art, Choir, Orchestra, or Band. 7th & 8th grade students may choose 2 elective courses in the areas of fine arts, career and technology, languages other than english, or local electives. Course options include Principles of Business, Marketing, Finance; Principles of Information Technology; Touch Systems Data Entry; Coding and Robotics; Exploring Foods and Fabrics; Principles of Human Services; Principles of Hospitality and Tourism; Applied Engineering; Manufacturing; Architecture; Spanish; French; Orchestra; Band; Choir; Art; Theater Arts; and Yearbook.

2. All students are invited to participate in dress-up / informational weeks including Red Ribbon Week, College Week, and Hispanic Heritage Week.

3. Students have access to the Positive Behavior Incentive Program (PBIS) Rewards system, where they earn "swag" for exhibiting targeted behaviors and are able to purchase items in our Jag Store, as well as the Christmas Market.

4. Students in grades 7 and 8 have the opportunity to participate in UIL-sanctioned activities and competitions including volleyball, cross country, football, basketball, track, band, choir, orchestra, and theater.

5. Rowe offers intervention programs, soccer start and Rowe baseball, to engage students who may be considered at-risk of dropping out.

6. Student groups and organizations available to students after school include the student council, the softball club, the pep squad, the Just Amazing Girls (JAGs), and student-led interest groups such as the reading club and the chess club.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Rowe Student Group Sponsors, Director of Instruction, Academic Achievement Specialists

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

With Title I support, Rowe will implement the following measures:

1. Salaries--The testing coordinator position and 4 class-size reduction teachers in science (1), language arts (2), and math (1) allow for more targeted, small group instruction in order to increase achievement to meet or exceed CIP targets.

2. Substitute Pay--Substitute pay is allocated in the event that one of our class-size reduction teachers is absent, allowing substitutes to be compensated through Title I funds.

3. Extra Duty Pay--Teaching staff who provide interventions outside of operational hours to increase student achievement are compensated through Title I funds.

4. Parent and Family Involvement--snacks, supplies, and teacher compensation for parent events that occur after school hours will be through Title I funds. This supports our goal of increasing parent involvement and participation at Rowe Middle School.

5. Instructional Supplies--In order to improve student engagement and meet our CIP academic targets, we will use Title I funds to purchase instructional supplies that support Blended Learning activities.

6. Subscriptions for Reading Material--In order to provide engaging texts for academic literacy improvement efforts, we will use Title I funds to purchase current reading material.

7. IXL--Title I funds were used to purchase student access to the IXL program for reading and math. This program helps in closing learning gaps and meeting the needs of the diverse learners who require Additional Instructional (AI) hours.

**Staff Responsible for Monitoring:** Principal; Director of Instruction; Academic Achievement Specialists

**Strategy 8 Details**

**Strategy 8:** Student Engagement: Rowe will continue to encourage and support student-led interest groups as well as school-sponsored organizations to engage all students.

**Strategy's Expected Result/Impact:** Students will be more connected to the school and will pursue high levels of academic achievement in order to positively represent their school.

**Staff Responsible for Monitoring:** Director of Instruction

**Strategy 9 Details**

**Strategy 9:** Improving Student Engagement: Rowe staff will provide opportunities for students to be recognized through social media and morning announcements.

**Strategy's Expected Result/Impact:** The culture of Rowe Middle School will reflect high achievement and positivity.

**Staff Responsible for Monitoring:** Principal

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 |
|---|
| **Strategy 1:** Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures.<br>**Strategy's Expected Result/Impact:** Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel.<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Campus Administrators<br>Teachers |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** Our campus will be prepared for emergency situations.<br>**Staff Responsible for Monitoring:** Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.).<br>**Strategy's Expected Result/Impact:** 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner<br>2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc.<br>3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors.<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 2 Details** |
| **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. We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during the beginning of the year Jag Camp, monthly S.T.R.O.N.G. lessons, Code of Conduct meetings, and revisited regularly during class.<br>**Strategy's Expected Result/Impact:** 1. Students have a better understanding of behavior expectations and what they look like in all areas of the school.<br>2. Behavior incidents will decrease by 10%.<br>**Staff Responsible for Monitoring:** Assistant Principals and Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 be greater than or equal to 90%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period.<br>**Strategy's Expected Result/Impact:** We are expecting better attendance rates due to recognizing perfect attendance.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Various teacher activities and dress-up days are scheduled in order build a positive and enjoyable culture on campus so that staff look forward to being at Rowe MS.<br>**Strategy's Expected Result/Impact:** Attendance rates will improve for all staff.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Campus-Wide Blended Learning Training was provided in August. Teachers receive individualized feedback on Blended learning lessons each month. Additionally, building-wide trends are communicated with the entire staff, and observation data is used to create Blended Learning level-up look-for each month throughout the year.<br>**Strategy's Expected Result/Impact:** Students will experience Blended learning lessons that are engaging and rigorous each week throughout the year in all content classes.<br>**Staff Responsible for Monitoring:** Director of Instruction<br>Principal<br>Instructional Team |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Leaders conduct informal walks throughout the building each week and share findings, trends, and needs. This data is used to develop Wisdom Wednesday PD, which is offered each month during all conference periods.<br>**Strategy's Expected Result/Impact:** Teachers will improve in areas of their own practice chosen by them.<br>**Staff Responsible for Monitoring:** Director of Instruction<br>CCIS |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Post at least 3 times per week, highlighting student achievement, staff spotlights, and positive campus news.<br>**Strategy's Expected Result/Impact:** We will increase our following and presence on social media.<br>**Staff Responsible for Monitoring:** Behavior Interventionists |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Ensure that at least 90% of campus programs and events are featured on social media with photo or video coverage.<br>**Strategy's Expected Result/Impact:** We will increase our social media following and generate interest in Rowe Middle School.<br>**Staff Responsible for Monitoring:** Behavior Interventionist |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Rowe will continue to host parent engagement nights that emphasize family fun while providing helpful information that is relevant to the needs of our parents and community.<br>**Strategy's Expected Result/Impact:** Parents will become more involved in our school efforts and events and provide increase support for their students.<br>**Staff Responsible for Monitoring:** Academic Achievement Specialist |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Rowe will continue to build the VIPS program through providing regular meetings with increased communication and providing more opportunities for parents to partner with our staff.<br>**Strategy's Expected Result/Impact:** Students will benefit from seeing parents in the school setting; parents will support students in their academic pursuits<br>**Staff Responsible for Monitoring:** Academic Achievement Specialists |

# Cypress-Fairbanks Independent School District

# Salyards Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: To increase student academic engagement.<br><br>Strategy: The campus will support teachers in learning and practicing cognitive engagement strategies in the classroom to increase student engagement. Instructional team members will use data (weCLIMB walks, planning sessions, etc) to develop instructional coaching opportunities to increase student discourse, critical student thinking opportunities to extend learning. The instructional team will discuss the data at weekly meetings and have coaching check-ins.<br>**Strategy's Expected Result/Impact:** Classrooms will have student discourse opportunities running at the 80/20 (student/teacher) ratio by the end of the school year.<br>**Staff Responsible for Monitoring:** Content CCIS, Director of Instruction, Assistant Principals, Principal. |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Social Studies TEKS performance.<br><br>Strategy: Social studies teachers will create reteach opportunities for students aligned with targeted TEKS performance data, including the use of small group facilitation. Students will access complex texts, understand academic language through vocabulary practice, and engage in student discourse opportunities throughout lessons.<br>**Strategy's Expected Result/Impact:** Students will show mastery in understanding of primary sources through the growth of academic language.<br>**Staff Responsible for Monitoring:** Social Studies CCIS, Appraiser, Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.<br>**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: Teachers will work on creating and implementing cognitive engagement strategies in class to increase student discourse opportunities. Teachers will focus on working with their emergent bilingual, special education and economically disadvantaged student populations.<br>**Strategy's Expected Result/Impact:** Growth on STAAR<br>**Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction |

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 |
| --- |
| **Strategy 1:** Campus Safety: Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior. Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community.<br>**Strategy's Expected Result/Impact:** There will be an increased focus on positive behavior through the PBIS program.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 97% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 97% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 97% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% |
| **Strategy 2 Details** |
| **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. Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and Educator's Handbook.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, PBIS Team, Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD Classroom Management 101 course.<br>**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.<br><br>Social Contracts posted and utilized in class.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Sub Representative paraprofessional. |

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:** Staff feedback
Classroom Walks and Coaching Feedback

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development. Teacher created professional development will be based on feedback and need.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons. |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Monthly Professional Development Opportunities - 2 minute PD at staff meetings<br>**Strategy's Expected Result/Impact:** By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons. |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Utilize social media platforms to promote Salyards academics.<br>**Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms.<br>**Staff Responsible for Monitoring:** Social Media chairs, Director of Instruction, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Utilize social media platforms to promote Salyards extracurricular activities.<br>**Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms.<br>**Staff Responsible for Monitoring:** Social Media chairs, Director of Instruction, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Salyards will work on promoting and growing our VIPS program through highlighting their support through social media platforms and monthly newsletter distribution.<br>**Strategy's Expected Result/Impact:** Grow VIPS partners and numbers<br>**Staff Responsible for Monitoring:** Campus Secretary, Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Utilize our social media platforms and monthly newsletter (SMORE) to advertise and promote special events.<br>**Strategy's Expected Result/Impact:** Increase viewership of our monthly SMORE<br>**Staff Responsible for Monitoring:** Campus secretary, Principal |

# Cypress-Fairbanks Independent School District

# Smith Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Explicitly teach and model layered thinking & analysis of complex ideas.<br><br>Strategy: In weekly PLC meetings, the CCIS will ensure that lesson plans include student discourse and congitive engagement strategies relating to cause & effect, problem/ solution, and the other social studies skills, rather than just the chronology of historical information.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Rigor and scaffolding of higher-level questioning in all content areas.<br><br>Strategy: Content Curriculum Instructional Coaches will plan weekly with their teams to develop higher-level questioning and embed them directly into lesson plans.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Blended Learning and Cognitive Engagement Strategies<br>Strategy: Through purposeful planning, CCIS will continue to collaborate with teachers to implement a blended learning approach that promotes meaningful student learning and discourse. Teachers will increase student discourse and engagement by utilizing cognitive engagement strategies and blended learning to plan effective instruction.<br>**Strategy's Expected Result/Impact:** Continue to move our students from Meets to Masters, increasing our percentage each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Administrator Team, and CCIS's. |

**Strategy 4 Details**

**Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness

**Staff Responsible for Monitoring:** Principal
Assistant Principal
AAS

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: The campus will follow up on students withdrawing or not attending school and communicate with parents on a consistent basis.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Our CCIS Team will continue to focus on cognitive engagement strategies that promote student engagement using our campus book study, 50 Strategies to Boost Cognitive Engagement by Rebecca Stobaugh.

**Strategy's Expected Result/Impact:** Through explicit planning, we will increase student engagement to 90%.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Administrator Team, and CCIS's.

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 |
|---|
| **Strategy 1:** Campus Safety: The campus will ensure all students carry clear backpacks that meet the size standards created by CFISD. The campus will ensure all students wear campus ID badges and grade-specific colored lanyards.<br>**Strategy's Expected Result/Impact:** All students will carry clear backpacks and wear ID badges in order to create a safe and secure environment for learning.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teacher<br>DI |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teacher<br>DI |

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 |
|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Attendance Secretary<br>Teachers<br>Counselors |

| Strategy 2 Details |
|---|
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Attendance Secretary<br>Teachers<br>Counselors |

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 |
|---|
| **Strategy 1:** Behavior Management: Smith MS teachers and students will participate in programming and monthly lessons to emphasize positive character traits. They will also proactively use preventative measures to teach rules, procedures, and expectations that create a positive school climate, and provide staff mentors to students to support skills for building positive relationships, resolving conflicts, and resisting negative peer pressure.<br>**Strategy's Expected Result/Impact:** Discipline referrals will be 0%.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>AAS<br>PBIS Core Teacher Team |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and encouraged to use those strategies to help students contribute to the positive classroom/school environment. When working with Level 1 and Level 2 infractions, the campus administrators will seek to use conferencing, check-ins, PBIS STRONG, Saber Cash, a mentoring program, and the Student PBIS Core Team. The administrators will monitor student progress and provide additional resources as necessary to the students and staff.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Principal<br>Counselors<br>AAS |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will provide rewards and treats for staff members with perfect attendance each 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principal, CCIS |

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
Goal Setting

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers and paraprofessionals will be offered professional development on implementing cognitive engagement strategies in a station rotation style of blended learning.<br>**Strategy's Expected Result/Impact:** Teachers and paraprofessionals will effectively be able to offer differentiated instruction to support student growth by incorporating cognitive engagement strategies to increase the amount of student discourse within small group instruction.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>CCIS |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Teachers will receive additional coaching and resources to continue the path to a blended learning classroom.<br>**Strategy's Expected Result/Impact:** Increase student performance across RLA, Math, Science, and Social Studies.<br>**Staff Responsible for Monitoring:** Principal<br>DI<br>AAS<br>CCIS |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Expand and diversify social media platforms to showcase student and staff achievements. We will move beyond posting only event reminders and parent information on Facebook by creating a structured social media plan that highlights daily student and staff experiences. In addition to Facebook, our campus will increase its presence on Twitter and Instagram.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Mrs. Dennis, Principal<br>Mr. Gillpatrick, Assistant Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Establish a system to showcase academic excellence and student experiences. To increase visibility of instructional excellence, we will create a weekly Academic Spotlight feature across our social media platforms. This will highlight student projects, classroom success, and collaborative planning.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Mrs. Dennis, Principal<br>Mr. Gillpatrick, Assistant Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Expand and diversify parent/community engagement opportunities. We will increase the variety of events offered to families and community members by hosting Curriculum Nights in both the fall and spring, and in-person Awards Night, a Career and Community Showcase, Coffee with the Principal/Assistant Principal/Counselors, and a campus-wide community service project.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Smith Administration, Staff, and community. |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Promote student leadership and voice in campus activities. Students will be actively involved in planning and leading events, clubs, and service projects ensuring their ideas and interests are represented.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Administration, Staff, Student Council, community |

# Cypress-Fairbanks Independent School District

# Spillane Middle School

# 2025-2026



# 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.

**Performance Objective 1:** 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Improve the quality of first-time instruction to increase student engagement, discourse, and critical thinking across all content areas.<br><br>Strategy: The campus instructional leadership team will analyze data from We-Climb, planning sessions, and teacher feedback to develop and implement focused instructional coaching that strengthens first-time instruction, fosters student discourse, and cultivates critical thinking. Progress will be continuously monitored, and coaching refined through ongoing data reviews in leadership meetings, instructional meetings, planning sessions, teacher check-ins, and staff meetings.<br>**Strategy's Expected Result/Impact:** Classrooms will increase student discourse to meet the district goal of 80/20 (student/teacher).<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, DI, CCIS, AAS |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Intentional planning and differentiation for all learners<br><br>Strategy:The campus will strengthen student engagement by ensuring teachers design and deliver rigorous, high-quality first-time instruction that fosters cognitive engagement and provides consistent opportunities for meaningful student discourse. Instruction will be intentionally planned and differentiated to meet the diverse learning needs of all students.<br>**Strategy's Expected Result/Impact:** Students will demonstrate growth on STAAR.<br>**Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal; Coaches |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.<br>**Strategy's Expected Result/Impact:** The dropout rate will be at 0%.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: Teachers will design and implement strategies that promote cognitive engagement and increase opportunities for student discourse. Instruction will intentionally support emergent bilingual, special education, and economically disadvantaged students.<br>**Strategy's Expected Result/Impact:** Growth on STAAR<br>**Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction |

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 |
| --- |
| **Strategy 1:** Campus Safety: We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis.<br>**Strategy's Expected Result/Impact:** 100% of students will know safety expectations for an actual emergency/crisis.<br>**Staff Responsible for Monitoring:** Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team |

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.

**High Priority**

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Teachers will increase accuracy of attendance submissions with office personnel to ensure accurate student attendance. Attendance incentives will be promoted in conjunction with the PBIS program for students to earn items for increased and outstanding attendance.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal; Director of Instruction; Assistant Principals; Attendance Assistant |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate all violent incidents on campus in relation to the previous school year CFISD report on violence and violence prevention.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors |
| **Strategy 2 Details** |
| **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. The administrative team will continue to explore new ways to intervene with students and resolve behavioral issues at school. We will use positive behavior referrals in line with the PBIS program to maintain and promote positive behavior.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will track teacher & paraprofessional attendance rates for Fall and Spring semesters and communicate this data in monthly staff meetings. We will offer various incentives if staff attendance goals are met for each grading period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal; AESOP Representative |

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
Campus wide book studies
Walk-throughs
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: We will offer staff development training sessions throughout the school year in the areas of GT, ESL, at-risk, and various behavioral management to best support staff in quality professional development.<br>**Strategy's Expected Result/Impact:** Staff will increase the level of implementation of successful classroom based instructional and behavior management strategies in their classroom reducing behavior issues and increase rigor and learning.<br>**Staff Responsible for Monitoring:** Principal; Director of Instruction; Assistant Principals; PBIS lead team |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Promote Spillane Middle School's academic excellence and student learning experiences through consistent, positive communication on social media platforms.<br>**Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms.<br>**Staff Responsible for Monitoring:** Principal, CCIS, Director of Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Highlight Spillane Middle School's extracurricular programs on social media to build school spirit and community engagement.<br>**Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms.<br>**Staff Responsible for Monitoring:** Principal, CCIS, Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Spillane Middle School will promote and expand the VIPS program by highlighting volunteer contributions through social media platforms.<br>**Strategy's Expected Result/Impact:** Grow VIPS partners and numbers<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary, Director of Instruction |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Promote Spillane Middle School's special events and accomplishments through consistent communication on social media and in the parent SMORE newsletter.<br>**Strategy's Expected Result/Impact:** Increase viewership of our parent SMORE newsletter<br>**Staff Responsible for Monitoring:** Principal and campus secretary |

# Cypress-Fairbanks Independent School District

# Sprague Middle School

# 2025-2026



# 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.

**Performance Objective 1:** 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, Science, and Social Studies

| Strategy 1 Details |
| --- |
| **Strategy 1:** The campus instructional leadership team will use data from We-Climb, planning sessions, and teacher feedback to design and deliver targeted instructional coaching that enhances first-time instruction, increases student discourse, and promotes critical thinking. Progress will be monitored and coaching adjusted through regular review of data in leadership meetings, instructional meetings, planning, teacher check-ins, and staff meetings.<br>**Strategy's Expected Result/Impact:** Classrooms will increase student discourse to meet the district goal of 80/20 (student/teacher).<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, DI, CCIS, AAS |
| **Strategy 2 Details** |
| **Strategy 2:** The campus will strengthen student engagement by ensuring teachers design and implement rigorous, high-quality first-time instruction that promotes cognitive engagement and increases opportunities for meaningful student discourse. Instruction will be intentionally planned to address the diverse learning needs of all students.<br>**Strategy's Expected Result/Impact:** Students will demonstrate growth on STAAR.<br>**Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, and Coaches |
| **Strategy 4 Details** |
| **Strategy 4:** Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.<br>**Strategy's Expected Result/Impact:** The dropout rate will be at 0%.<br>**Staff Responsible for Monitoring:** Assistant Principals |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will work to partner with BHS to create more community events for our campuses.<br>**Strategy's Expected Result/Impact:** Increase educational village presence.<br>**Staff Responsible for Monitoring:** Principal, DI, APs, Counselors, Teachers |

| Strategy 6 Details |
| --- |
| **Strategy 6:** Improving Student Engagement: The campus will partner with Bridgeland High School student leadership groups to support campus events, providing opportunities for students to observe and engage with high school leadership in action.<br>**Strategy's Expected Result/Impact:** Increase in middle and high school student partnerships.<br>**Staff Responsible for Monitoring:** Principal, DI, APs, Counselors |

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.

**High Priority**

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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.

**High Priority**

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5 day absences. This us our campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** Students attendance rate will be at 95% or higher.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Director of Instruction, Counselors, Registrar |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** We will share district announcements, with parents and students, regarding the importance of attending school to ensure we have 95% overall attendance rate.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Director of Instruction, Registrar, Counselors, Teachers<br><br>Administrators will reach out to parents of students with 5 or more absences. |

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.

**High Priority**

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details |
|---|
| **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. Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to increase violence prevention.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers |

| Strategy 2 Details |
|---|
| **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. Our entire staff will use PBIS and our campus matrix to reinforce positive behavior amongst our students. The PBIS team will provide resources to our staff on how to build positive relationships with our students while holding them accountable.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** PBIS Committee, Assistant Principals, Principal |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 be at 96% for the year.

**High Priority**

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers and paraprofessionals with perfect attendance each month will get a shout-out in the campus weekly newsletter and a perfect attendance certificate.<br>**Strategy's Expected Result/Impact:** Teacher and paraprofessional attendance will be at 96% for the year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, and Substitute Representative (paraprofessional) |

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 |
| --- |
| **Strategy 1:** During Campus Professional Days, teachers will attend teacher-led PD geared towards their specific request.<br>**Strategy's Expected Result/Impact:** Teachers will be highly engaged and invested in PD provided by their teacher counterparts.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Director of Instruction, Staff Development Liaisons |

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: We will increase our parent participation by 5%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: The campus will regularly post events, celebrations, and reminders on social media to keep parents and the community informed and engaged.<br>**Strategy's Expected Result/Impact:** More parents will share our social pages, resulting in more families staying informed.<br>**Staff Responsible for Monitoring:** Principal, DI |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: All content areas will actively share classroom happenings and student learning experiences to increase parent and community awareness and engagement.<br>**Strategy's Expected Result/Impact:** Increased parent engagement.<br>**Staff Responsible for Monitoring:** Principal, DI, CCIS |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will continue to host multiple opportunities for parents/community to come and volunteer. We found that opening up our face painting to holiday events allowed parents the opportunity to come after the different sporting seasons were complete. It also allowed for non-athletic households to feel welcome during our lunch times.<br>**Strategy's Expected Result/Impact:** Increase parent involvement.<br>**Staff Responsible for Monitoring:** Principals, APs, Campus Secretary |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: The campus will continue to offer meetings both in person and online to maintain high parent involvement and provide flexible opportunities for parents to connect with the school.<br>**Strategy's Expected Result/Impact:** Continued increase in parent involvement.<br>**Staff Responsible for Monitoring:** Principal, DI, APs, Counselors, Teachers |

# Cypress-Fairbanks Independent School District

# Thornton Middle School

# 2025-2026

**Accountability Rating: C**



# 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, Science, and Social Studies

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.<br><br>Strategy: Consistent and Targeted Professional Development (Provide ongoing professional learning in): Small-group instruction, Fundamental 5 instructional strategies, The Lesson Cycle for effective pacing and delivery, Engaging Emergent Bilingual (EB) learners, Classroom management practices, & Relevant, real-world application of content.<br>**Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table<br>**Staff Responsible for Monitoring:** Director of Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.<br><br>Strategy: Focused Classroom Observations with Clear Look-Fors: (Conduct frequent walkthroughs and observations that specifically monitor): The launch/start of instruction to ensure clarity, engagement, and purpose; Lesson closure to confirm student mastery, reflection, and connection of learning.<br>**Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.

Strategy: Ongoing Feedback and Coaching: Provide timely, actionable feedback on lesson planning, instructional delivery, and student engagement; Offer individualized coaching and support to help teachers strengthen first-time quality instruction.

**Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals

**Strategy 4 Details**

**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

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals,
Counselors, Registrar, Academic Achievement Specialist, DI Helping Teacher
Behavior Interventionist, CCIS
Teachers

**Strategy 6 Details**

**Strategy 6:** 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:
- Fine Arts Programs - Band, Choir, Art, Theater, Orchestra
- Destination Imagination
-Culinary Arts
-Industrial Technology and Engineering
-Coding and Robotics
-Student Council
-Baseball

**Strategy's Expected Result/Impact:** These additional activities will encourage female students in STEM, allow students opportunities to experience success outside of the classroom, and to expose students to real world application opportunities.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors
Academic Achievement Specialist, DI Helping Teacher
Behavior Interventionist, CCIS
Teachers

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The 7 class-size reduction teachers in history (3), math , reading (2) and science will assist with meeting our students' goals in all content areas.

2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

5. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

6. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

7. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

8. Parent Involvement - We will increase parent involvement throughout the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

9. E-Hall Pass - We will increase student attendance by tracking tardies for all students.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Providing students more opportunities to engage outside of instructional time.

**Strategy's Expected Result/Impact:** Clubs and Organizations: Offer academic, cultural, interest-based, and service clubs that align with student passions.
Leadership Opportunities: Create opportunities where students can take on meaningful roles.
Tutoring and Academic Support: Provide after-school tutoring.
Arts, Sports, and Enrichment: Encourage participation in theater, music, athletics, or hobby-based groups to support creativity and wellness.
Family and Community Events: Involve students in planning and hosting school events, cultural nights, or family engagement activities.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors
DI Helping Teacher, Academic Achievement Specialist
Behavior Interventionist, CCIS
Teachers

| Strategy 9 Details |
| --- |
| **Strategy 9:** Improving Student Engagement: Increase extracurricular and social and emotional engagement.<br>**Strategy's Expected Result/Impact:** Student engagement increases when learning is active, relevant, and student-centered. Strategies such as incorporating student voice, using interactive technology, and providing choices for demonstrating mastery help learners feel connected and motivated. A positive classroom culture built on relationships, high expectations, and recognition of effort fosters deeper participation and sustained interest.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist, CCIS<br>Teachers |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus Safety: We will enforce the following layers of safety:<br>- Clear backpacks<br>- Student ID badges<br>- Staff ID badges<br>- Reduction of entry/exit points<br>- Reduction and awareness of visitors in the building<br>- Primary and secondary reunification sites<br>-Weekly door checks<br>**Strategy's Expected Result/Impact:** 100% of students and staff will know the layers of safety and respond appropriately to safety protocol.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist, CCIS<br>Teachers |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Campus-wide tardy process to reduce the number of students arriving to class late and arriving to class absent after 10 minutes.<br>**Strategy's Expected Result/Impact:** Decrease of tardies by 15%<br>Increase in class attendance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist |
| **Strategy 2 Details** |
| **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. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Increased frequency of staff morale events.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance.<br>Assign Leaders to designated roles in the staff morale area.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist |

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:** Significant progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff.<br>**Strategy's Expected Result/Impact:** Additional Staff members acquire their GT certification<br>Additional staff members become ESL certified<br>Staff are better equipped to meet the emotional needs of the students<br>Opportunities are provided to staff to grow in their field by attending professional development specific to their content.<br>Additional opportunites for coaching based on WeClimb observations.<br>**Staff Responsible for Monitoring:** Director of Instruction |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Develop a consistent posting schedule across platforms - Facebook, Instagram, and Twitter/X to highlight student achievement, positive behavior, teacher excellence, community partnerships.<br>**Strategy's Expected Result/Impact:** Parents and families will have timely, accessible updates on academic programs, events, and opportunities. Increased transparency builds trust and fosters stronger relationships with the school community. Consistent messaging and visuals will reinforce school pride and create a recognizable campus brand. Students, parents, and staff will view the school as innovative, welcoming, and student-centered<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>Academic Achievement Specialists, CCIS<br>Teachers |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: Campus staff will capture moments throughtout the year that highlight different subjects, campus activities, professional development, and community events<br>**Strategy's Expected Result/Impact:** Families and the community gain greater awareness of instructional strengths across subject areas. Parents and guardians feel more connected to classroom learning and school events, resulting in stronger home-school partnerships. Increased recognition of student achievement and classroom learning motivates students and builds school pride.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>Academic Achievement Specialists, CCIS<br>Teachers |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: Provide consistent, multilingual communication to ensure equitable access and inclusion.<br>**Strategy's Expected Result/Impact:** Parents feel informed, respected, and included in the school community. Increased parent attendance at meetings, workshops, and school events. Economically disadvantaged and bilingual families can fully participate in their child's education without language or communication barriers. When families are consistently informed and engaged, students show improved attendance, higher motivation, and stronger academic achievement.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialists, CCIS<br>Teachers |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Parent and Community Engagement: Campus Staff will build trust through relationship-centered events and partnerships.<br>**Strategy's Expected Result/Impact:** Parents will feel valued and more comfortable engaging in their child's education, leading to improved student attendance and academic success. Higher parent participation rates, stronger home-school collaboration, and increased student achievement due to reinforced learning supports at home.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialists, CCIS<br>Teachers |

# Cypress-Fairbanks Independent School District

# Truitt Middle School

# 2025-2026



# 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:**<br>Instructional Focus: Strengthen Tier 1 instruction schoolwide by increasing rigor and implementing targeted interventions across all content areas. This includes small-group supports in 6th-grade reading and focused interventions in math to ensure alignment with the TEKS and improved student outcomes.<br><br>Strategy: Principal, DI, appraisers, and the instructional team will attend all data meetings to identify student learning gaps and teacher needs. They will provide professional development on effective instructional strategies, conduct classroom observations, and offer coaching to ensure new practices are implemented with fidelity and sustained over time.<br>**Strategy's Expected Result/Impact:** Meet or exceed CIP growth targets on local and state assessments<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>Instructional Team |
| **Strategy 2 Details** |
| **Strategy 2:**<br>Instructional Focus: Strengthen Tier 1 instruction schoolwide by increasing rigor and implementing targeted interventions across all content areas. This includes small-group supports in 6th-grade reading and focused interventions in math to ensure alignment with the TEKS and improved student outcomes.<br><br>Strategy: Title I funds will be used to extend learning through targeted after-school and Saturday intervention sessions. Teachers will receive training and planning support to design small-group lessons that address gaps in reading and math while increasing rigor to meet TEKS requirements.<br>**Strategy's Expected Result/Impact:** Meet or exceed CIP growth targets on local and state assessments<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>Instructional Team |

**Strategy 3 Details**

**Strategy 3:**
Instructional Focus: Strengthen Tier 1 instruction schoolwide by increasing rigor and implementing targeted interventions across all content areas. This includes small-group supports in 6th-grade reading and focused interventions in math to ensure alignment with the TEKS and improved student outcomes.

Strategy: Advisory time will be structured for intervention by scheduling identified students with teachers who can deliver targeted, standards-based lessons. Teachers will use data to select students, plan lessons focused on critical skills, and monitor progress to ensure interventions lead to growth.

**Strategy's Expected Result/Impact:** Meet or exceed CIP growth targets on local and state assessments

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Assistant Principals
Instructional Team

**Strategy 4 Details**

**Strategy 4:** PE: 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
Director of Instruction
Assistant Principals
Coaches

**Strategy 5 Details**

**Strategy 5:** Dropout Prevention: To strengthen dropout prevention, the AASs, AP, grade-level counselors, and principal will collaborate to monitor at-risk students, provide engaging, standards-aligned lessons to address learning gaps, and ensure students coded with a 98 have verified school placement and accurate records.

**Strategy's Expected Result/Impact:** The dropout rate will be 0.

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Assistant Principals
Principal
Director of Instruction
Assistant Principals
Instructional Team
Counselors
Registrar
Teachers

**Strategy 6 Details**

**Strategy 6:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities to provide all students with a well-rounded education: UIL Athletics and Athletic Programs
UIL Fine Arts and programs
Various Clubs
Robotics
Technology Student Association
Dance
Soccer Start

**Strategy's Expected Result/Impact:** Allow students opportunities to experience success outside of the classroom
Expose students to real-world application opportunities

**Staff Responsible for Monitoring:** Teachers
Administration

**Strategy 7 Details**

**Strategy 7:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The 6 class-size reduction teachers in ELA (2), history (2), and science (2) will assist with meeting our students' goals in all content areas.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms.

3. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

4. PBIS Supplies - Students will earn incentives using their PBIS points.. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

5. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

6. Parent Involvement - We will increase parent involvement throughout the year with events like Timberwolves Express, Open House, Parent University, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

? 7. Tardy Calculator Subscription - We will increase student attendance by tracking tardies for all students.

? 8. eHallPass-We will decrease the number of students in the hall during instructional time.

? 9. Educators Handbook-

10. Supplies - Classroom supplies to support our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal
DI

**Strategy 8 Details**

**Strategy 8:** Improving Student Engagement: Implement small-group, standards-aligned instruction across all content areas that is tailored to student interests and skill levels. Teachers will incorporate interactive activities, real-world applications, and student-led learning opportunities to increase participation and deepen understanding.

**Strategy's Expected Result/Impact:** Meet or exceed CIP growth targets on local and state assessments

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Assistant Principals
Instructional Team

**Strategy 9 Details**

**Strategy 9:**
Improving Student Engagement: Integrate structured student discourse, collaborative learning, and student-led activities in daily lessons. Using strategies such as think-pair-share, debates, and project-based tasks, students will actively engage with content, take ownership of their learning, and build accountability.

**Strategy's Expected Result/Impact:** Meet or exceed CIP growth targets on local and state assessments

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Assistant Principals
Instructional Team

**Strategy 10 Details**

**Strategy 10:** Evidence-based school improvement strategy: Math teachers will implement intentional instructional strategies including differentiation, targeted small-group instruction, and collaborative learning to increase the rigor and relevance of daily lessons. Teachers will unpack and align standards to ensure instruction meets the expected level of rigor while strengthening students' problem-solving skills. These efforts will provide targeted support for our Hispanic and Continuously Enrolled student groups and promote greater student engagement and academic growth.

Campus monitoring plan: Campus leaders will monitor the implementation of this strategy through ongoing classroom walkthroughs, analysis of student performance data, and routine department meeting reviews. Leaders will provide feedback aligned to instructional look-fors, monitor lesson plans for alignment to the rigor of the standards, and track progress of targeted student groups. Progress will be reviewed during meetings and data monitoring to ensure consistent implementation and timely adjustments to instruction.

District monitoring plan: Campbell is a CFISD Priority campus.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: The campus will reallocate time, funding, and staffing to support this strategy. Additional math teachers will create smaller class sizes, and targeted small-group pull-outs will occur during advisory. Resources will also support the IXL program, Saturday school, and after-school tutorials. PLC and collaboration time will be prioritized, and professional development will focus on rigor, differentiation, and problem-solving to ensure effective instruction.

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** Hispanic student performance goals:
Math Meets or Higher: 39%
Math Growth: 64%
Student Success: 41 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

Continuously enrolled student performance goals:
Math Meets or Higher: 49%
Math Growth: 67%
Student Success: 48 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
|---|
| **Strategy 1:** Campus Safety: Safety measures will be enforced to include clear backpacks, student and staff ID badges, controlled entry and exit points, monitoring and awareness of visitors, designated primary and secondary reunification sites, and weekly door checks.<br>**Strategy's Expected Result/Impact:** 100% of staff and students will engage in common language and expectations for safety through consistent implementation of key measures.<br>**Staff Responsible for Monitoring:** Principal<br>APs<br>All staff |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown in the classroom as well as Lockdown drills in large gatherings and lunch settings, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** APs |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** APs |

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 |
|---|
| **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. Student Code of Conduct meeting takes place in the first month of school and reviewed in January, PBIS and initiatives, and staff will be in hallways during each passing period.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |

| Strategy 2 Details |
|---|
| **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. Student behavior will be addressed using a continuum. Teachers will make the first parent contact and document it before submitting an office referral. We will utilize the Educators Handbook.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 to 98%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Increase teacher and paraprofessional attendance by fostering a positive school culture where staff want to be present. Recognize and celebrate consistent attendance through awards, shout-outs, and staff appreciation events to strengthen morale and engagement<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase to 98%.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Leadership Team |

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
Formal Observations
Lesson Plans

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Truitt staff will participate in targeted campus and district professional development, including Huddle Hour, Rigor & Relevance, ESL strategies, Content Share sessions, Sibme AI, and Instructional Team Coaching, to build capacity in delivering rigorous, appropriately paced instruction that closes achievement gaps for all students.<br>**Strategy's Expected Result/Impact:** Define the rigor by unpacking the standards<br>Small group instruction implementation<br>How data correlates to student growth<br>First-time quality instruction<br>Meeting the needs of Subpops<br>**Staff Responsible for Monitoring:** Instructional Leadership Team |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Truitt will increase its daily presence on social media platforms to share school news, celebrate student and staff successes, and engage parents and the community in our story.<br>**Strategy's Expected Result/Impact:** Parents and the community will be more informed and engaged, leading to stronger connections with the school, increased participation in events, and higher visibility of student and staff accomplishments.<br>**Staff Responsible for Monitoring:** Principal<br>DI<br>APs |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: Truitt will launch a YouTube channel to share videos highlighting student learning, school events, and community partnerships, providing a dynamic platform to showcase the campus experience.<br>**Strategy's Expected Result/Impact:** Sharing videos of student learning and school events will enhance transparency, celebrate achievements, and provide a dynamic platform for community members to connect with the campus, ultimately strengthening school pride and engagement.<br>**Staff Responsible for Monitoring:** Principal<br>DI<br>APs |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: Expand parent engagement by hosting a Parent University program that offers workshops, resources, and interactive sessions to help families support student learning. The program will be promoted through the school's YouTube channel, social media, and newsletters to maximize reach and participation.<br>**Strategy's Expected Result/Impact:** Families will gain knowledge and tools to support student learning at home<br>Increase involvement in school activities<br>Foster stronger home-school partnerships.<br>**Staff Responsible for Monitoring:** Principal<br>DI<br>APs |

**Strategy 4 Details**

**Strategy 4:** Improving Parent and Community Engagement: Enhance community engagement by sharing school events, student achievements, and instructional highlights on the YouTube channel. Families and community members will have easy access to videos that showcase the school's culture, celebrate successes, and strengthen connections between home and campus.

**Strategy's Expected Result/Impact:** Families and community members will have greater access to school events, student achievements, and instructional highlights, enhancing transparency, building trust, and strengthening connections with the campus.

**Staff Responsible for Monitoring:** Principal
DI
APs

# Cypress-Fairbanks Independent School District

# Watkins Middle School

# 2025-2026

# 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, Science, and Social Studies

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Build teacher and instructional team leader's capacity to work with the varied needs of Emergent Bilingual students and Special Education students.<br><br>Strategy: ESL paraprofessional will provide support in the classroom for small group learning, DIHT will visit plannings to provide relevant strategies to include in lesson plans, CCIS will ensure strategies are included and implemented within lesson plans, attendance to district professional development will be encouraged, Director of Instruction will provide strategies in weekly staff newsletter, and professional development will be provided through the campus.<br>**Strategy's Expected Result/Impact:** Teachers will become more proficient in using strategies to support EB and Special Education students and scores will increase.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Director of Instruction Helping Teacher<br>CCIS<br>Special Education Case Managers<br>Behavior Interventionist |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Grow math teacher's capacity in vertically aligning teaching strategies in familiar concepts and increase student's math fluency.<br><br>Strategy: Math department will meet monthly to review upcoming concepts and teaching strategies and CCIS will ensure alignment when visiting plannings.<br>**Strategy's Expected Result/Impact:** Students will show confidence in math strategies progressively each year and there will be an increase in Meets and Masters scores.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Academic Achievement Specialists<br>CCIS |

**Strategy 3 Details**

**Strategy 3:** 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
Director of Instruction
Campus Athletic Coordinators

**Strategy 4 Details**

**Strategy 4:** Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents.

**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.

**Staff Responsible for Monitoring:** Principal
Assistant Principals
Counselors
Academic Achievement Specialists
Registrar

**Strategy 5 Details**

**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: UIL sponsored activities such as, Athletics and Fine Arts programs, after school student groups, and Student Council.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Assistant Principals
Academic Achievement Specialists
Counselors

**Strategy 6 Details**

**Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs..

**Strategy's Expected Result/Impact:**

With Title I support, Watkins will implement the following:

1. Salaries - Hire teachers to reduce the class sizes in math and reading, to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table.

2. Extra Duty Pay - teacher and support staff will be paid to assist with intervention programs outside of the school day, such as Saturday school and/or our accelerated instruction after school program.

3. Professional Development - Staff registration and conference fees will be paid when attending educational conferences to acquire more professional development to address the specific needs of our lower performing students groups.

4. Parent Involvement - Engage parents and guardians of at-risk students as active partners in their child's academic growth. Title I funds will be used to provide resources and opportunities that support parental involvement, including academic workshops and family learning nights that help parents understand STAAR/EOC expectations, district benchmarks, and strategies to support learning at home. Purchase home learning resources including supplies, manipulatives, and technology that allow parents to assist their child with targeted academic interventions.

5. PBIS Rewards - Reinforce both academic engagement and positive behavior, including consistent attendance, active participation in interventions, timely completion of assignments, and demonstration of growth mindset strategies. PBIS incentives will encourage at-risk students to take ownership of their learning and behavior, fostering a school-wide culture of achievement and responsibility which leads to higher performance on STAAR/EOC assessments.

6. Supplies - Purchase instructional supplies that target the specific academic needs of at-risk students. These supplies may include targeted intervention materials including workbooks, manipulatives, educational technology, learning tools, and resources to produce visual aids, anchor charts, and guided practice materials to enhance teacher-led intervention sessions. to support mastery of content and improving STAAR/EOC performance.

**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, CCIS, Behavior Specialist

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Implement small group instruction, structured student discourse, increase cognitive engagement by designing lessons to include opportunities for higher-order questioning, problem-solving, and student reflection, with a focus on maintaining cognitive engagement above .4 effect size as identified by Hattie and utilize lesson closures to check for understanding.

**Strategy's Expected Result/Impact:** Meet or exceed growth targets for district and state assessments.

**Staff Responsible for Monitoring:** Principal
Director of Instruction
Assistant Principals
Instructional Team

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: Students will have access to a variety of enrichment opportunities that promote both academic growth and campus connection. Opportunities such as after-school tutorials, Saturday school, extended day learning, and participation in student groups, leadership activities, and community service projects will support a well-rounded educational experience. These programs aim to strengthen students' sense of belonging, increase motivation, and encourage academic success.<br>**Strategy's Expected Result/Impact:** Higher levels of academic achievement and progress for students participating in enrichment and extended learning opportunities and Improved student motivation, sense of belonging, and overall school connectedness.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>Instruction Team |

**Strategy 9 Details**

**Strategy 9:** Evidence-based school improvement strategy: Watkins teachers will implement the use of IXL Math and Reading during TIP time, small group, and after school tutorials. The Math department will incorporate a specific check for understanding activity in their lesson plans once a week. The CCIS will work to model ways to pivot the learning from the data received from the check for understanding activity.
Watkins will increase parent invitations for daytime and evening activities to provide access to technology to show parents the various resources available for their student while away from campus, such as IXL Math. Watkins will provide incentives to students who extend their learning beyond the classroom.

Campus monitoring plan: The Math department will meet monthly with the CCIS, DI and Principal to review campus data, and discuss how to vertically align academic vocabulary and strategies for upcoming units. The instructional leadership team will track the use and progress of Summit K-12, IXL Math, and IXL Reading for Emergent Bilingual students and Continuously Enrolled students. Students identified as Continuously Enrolled will be added to our data dig recording documentation, so all staff can track their progress. Other areas Watkins will track is discipline and attendance and determine a responsive plan for students who miss instructional time.
Data will be shared with:
Math teams - after each unit test and DPM
Math department - monthly
Leadership team - weekly
Watkins staff - monthly

District monitoring plan: Watkins is a CFISD Priority school.

The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.

Campus reallocation of resources to support the strategy: Watkins has purchased IXL Math and Reading as an additional intervention tool. We plan to extend the use of our ESL paraprofessional to include visits in math classrooms to assist students and provide feedback to teachers on the activities used in class. The paraprofessional will log her time with students identified as Emergent Bilingual. We have purchased Hall Pass to track students' movements throughout the day, then respond to students who are missing first-time instruction.

District reallocation of resources to support the strategy: none needed

**Strategy's Expected Result/Impact:** EB/EL current and monitored student performance goals:
Math Meets or Higher: 36%
Math Growth: 62%
Student Success: 37 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

Continuously enrolled student performance goals:
Math Meets or Higher: 49%
Math Growth: 67%
Student Success: 48 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

**Staff Responsible for Monitoring:** Principal

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 |
|---|
| **Strategy 1:** Campus Safety:<br><br>When a student forgets his/her badge, a temporary badge will be available in the cafeteria in the morning to provide students a badge to wear for the day.<br><br>Any staff member or substitute who does not have his/her badge for the day will receive a temporary badge at the receptionist desk.<br><br>The main entry point for visitors will be the front vestibule, as stated by various signs around the building.<br><br>Staff and students will be taught appropriate responses to allowing individuals in the school or the room.<br><br>Interior door sweeps will be made by leadership throughout the day; any concerns will be addressed immediately.<br><br>Cameras will be active at the Principal Secretary and Assistant Principal Secretary's desk to report any questionable activity.<br><br>Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school.<br><br>Students will be taught to report unsafe behavior directly to an adult or by using the TIP line.<br>**Strategy's Expected Result/Impact:** No unauthorized visitors and all students are recognizable.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Principal Secretary<br>Assistant Principal Secretary |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principal<br>Counselor<br>Academic Achievement Specialists<br>Registrar |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences).<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principal<br>Counselors<br>Registrar |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in 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 through our PBIS committee. Campus professional development will occur monthly to provide strategies to maintaining a safe and positive learning environment.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors<br>Behavior Interventionist<br>PBIS Committee |

| Strategy 2 Details |
|---|
| **Strategy 2:** Behavior Management: Staff will be trained on restorative practices and encouraged to use those strategies to help students contribute to the positive classroom/school environment. The assistant principals will work with the Counseling office to support students in responding to adult re-direction by providing mediation and small group activities. The team will also focus on proactive mediation/restorative conferences between students to prevent incidents.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselors<br>Behavior Interventionist<br>PBIS Committee |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal<br>Principal Secretary<br>Substitute Clerk |

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
Common Assessments

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc.<br>**Strategy's Expected Result/Impact:** Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Increase academic visibility by encouraging each of the four curriculum coaches to create and post one weekly highlight showcasing student learning and achievements within their content areas.<br>**Strategy's Expected Result/Impact:** Increase the school's academic visibility and showcase classroom successes to the community.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>Behavior Specialist<br>Instructional Team |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Launch a monthly recognition initiative where teachers participate in a friendly competition by tagging the school's social media accounts in posts highlighting classroom successes. Selected posts will be reshared by the school.<br>**Strategy's Expected Result/Impact:** Strengthening staff and community engagement with the school's online presence.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will utilize multiple platforms, including the established monthly "Bulldog Connection" newsletters, to ensure information reaches all families where they are.<br>**Strategy's Expected Result/Impact:** Increase in parent and community engagement.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will actively deploy the translator headsets at all official school meetings and events. This will ensure that language is no longer a barrier to participation, fostering a truly inclusive environment for parents of all linguistic backgrounds.<br>**Strategy's Expected Result/Impact:** Increase parent participation in our multilingual and ESL parent population.<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Bridgeland High School

# 2025-2026



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Algebra I- Student Engagement<br><br>Strategy: To boost buy-in and engagement, we will include at least one lesson each week in Algebra I that features a brain break or movement-based activity to get students up, active, and interacting with the content.<br>**Strategy's Expected Result/Impact:** Higher student engagement<br>**Staff Responsible for Monitoring:** Teachers, CIC, DI |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Biology - Differentiated instruction<br><br>Strategy: We will increase how we differentiate our instruction, resources, and assessments across all levels with a focus on our ED students with varying needs.<br>**Strategy's Expected Result/Impact:** Higher performance from our ED population<br>**Staff Responsible for Monitoring:** Teachers, CIC, DI |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: English I- Student Achievement<br><br>Strategy: Focusing on building an environment with increased attention to relatable topics will increase student engagement, leading to greater comprehension, helping our students become effective communicators and critical thinkers.<br>**Strategy's Expected Result/Impact:** Higher student engagement and achievement.<br>**Staff Responsible for Monitoring:** Teachers, CIC, DI |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Student Engagement: English II: We will implement more scaffolding and instructional frames to target differentiation in EB and Sped students.<br>**Strategy's Expected Result/Impact:** Higher Student Achievement<br>**Staff Responsible for Monitoring:** Teachers, CIC, DI |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: USH- AA students struggle with low engagement due to a lack of cultural connections within the US History content.<br>**Strategy's Expected Result/Impact:** Higher student engagement through differentiation and student choice.<br>**Staff Responsible for Monitoring:** Teachers, CIC, DI |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will implement a support system to track students pursuing certification. This system will provide encouragement, mentoring, and connections with industry speakers and mentors specific to each CTE program.<br>**Strategy's Expected Result/Impact:** By keeping track of which students are on the path or earning their certification and providing guidance, we can ensure that students take their certification exams.<br>**Staff Responsible for Monitoring:** CTE Department Chair, CIC, DI |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Teachers will provide support sessions that integrate test preparation for certification exams, along with resources such as test-prep materials, and practice exams where possible.<br>**Strategy's Expected Result/Impact:** Students will approach certification exams well-prepared.<br>**Staff Responsible for Monitoring:** Teachers, CTE DC, CIC |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** The campus will work on giving access to DC courses to more students via parent education during campus academic fairs, and counselor information sessions (coffee with counselors).<br>**Strategy's Expected Result/Impact:** Parents and students will be able to learn about the benefits of taking DC courses.<br>**Staff Responsible for Monitoring:** Counselors, DI |

| Strategy 2 Details |
| --- |
| **Strategy 2:** The campus will seek to increase the number of DC courses by encouraging current staff members with master's degrees to pursue the plus 18 credits.<br>**Strategy's Expected Result/Impact:** Increase the number of DC-qualified staff members to increase the number of courses and sections offered<br>**Staff Responsible for Monitoring:** DI and Counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will work with student leaders and staff in extracurricular programs to increase student awareness of extracurricular options and help students find activities that match their interests and schedules.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Graduation Rate: The Response to Intervention (RTI) team will closely monitor all seniors at risk of not graduating and create individualized support plans to help them get back on track and successfully meet graduation requirements.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal, DI and AAS |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: The campus will work with students experiencing academic struggles but regularly notify students and teachers of potential failures and ways to bridge grades through additional opportunities to show mastery of content.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal, DI, and AAS |
| **Strategy 3 Details** |
| **Strategy 3:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Dropout Prevention: Our campus will conduct response to intervention meetings to review data on at-risk students.<br>**Strategy's Expected Result/Impact:** With a systematic way to review grades, attendance, and other factors that might impact the academic success of at-risk students, the campus expects to decrease and prevent students from dropping out.<br>**Staff Responsible for Monitoring:** DI, AAS, AP, Counselors |

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:** Significant progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus Safety: Bridgeland High School will implement all CFISD/campus safety practices throughout the year. Classroom staff members will actively supervise students in the hallways and keep doors closed and locked during instructional time per CRASE training. Additional staff actively supervise students in the cafeteria and after school to create a safe environment for all students. Staff members will also actively supervise students who remain for after school activities. All staff will continue to support the policies on clear backpacks, the use of cell phones, and student identification badges.<br>**Strategy's Expected Result/Impact:** Student and teacher engagement will increase, and student disruptions will decrease, resulting in a focused and engaged learning environment where students and staff feel safe and secure.<br>**Staff Responsible for Monitoring:** *Principal<br>*Associate Principal<br>*Assistant Principals<br>*Teachers and Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** *Assistant Principals |

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:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** *Principal<br>*Associate Principal<br>*Assistant Principals |

| Strategy 2 Details |
|---|
| **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. A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large enrollment in the school, it is critical to continue to be consistent with discipline and follow-up.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** *Principal<br>*Associate Principal<br>*Assistant Principals<br>*Teachers |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will build systems that support our teachers and paraprofessionals to feel successful (teacher efficacy) such as:<br>- Instructional Shout Outs each week,<br>- incentives/rewards for consistent Friday attendance,<br>- new teacher support through NTIP,<br>- frequent classroom visits with precision feedback,<br>- Sunshine Committee events to build camaraderie and school pride.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1% - supporting school vision of "wanting to be here every day."<br>**Staff Responsible for Monitoring:** Principal<br>Attendance secretary<br>Director of Instruction |

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:** Significant progress made toward meeting Objective

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need.<br>**Strategy's Expected Result/Impact:** Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>CIC team |

| Strategy 2 Details |
| --- |
| **Strategy 2:** The instructional team will revamp our campus professional library and share with teachers personalized training and book study options.<br>**Strategy's Expected Result/Impact:** Teacher engagement on implementation of strategies increases based on choice, investment.<br>**Staff Responsible for Monitoring:** Director of Instruction<br>DI Helping Teacher<br>CIC team |

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
decrease in tip lines
Email communication

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Update social media pages regularly to include different campus events and celebrations<br>**Strategy's Expected Result/Impact:** Increased community engagement and communication<br>**Staff Responsible for Monitoring:** Administration |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Streamline the campus website and keep it updated and easy to navigate for students and parents<br>**Strategy's Expected Result/Impact:** Increase community engagement<br>**Staff Responsible for Monitoring:** Campus webmaster, Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Activities to bring the community to campus: Horizon Showcase, Open House, Freshman orientation, Theater, Choir, Art, and Orchestra events, etc.<br>**Strategy's Expected Result/Impact:** Bring community to campus and improve engagement<br>**Staff Responsible for Monitoring:** Administration, teachers, sponsors |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Campus First Online Monthly Newsletter<br>**Strategy's Expected Result/Impact:** Improve communication with the community<br>**Staff Responsible for Monitoring:** Administration |

# Cypress-Fairbanks Independent School District

# Cy-Fair High School

# 2025-2026

**Accountability Rating: B**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes. Increasing the number opportunities for students to use academic vocabulary in the classroom.<br><br>Strategy: All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.<br>**Strategy's Expected Result/Impact:** Improve Algebra EOC passing rate.<br>**Staff Responsible for Monitoring:** DI, AAS, CIC, Algebra TL |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: English Language Arts<br><br>Strategy:Teachers will conduct writing conferences with students after each essay writing assignment.<br>**Strategy's Expected Result/Impact:** Students will learn essay writing skills and be able to support ideas stated in a thesis.<br>**Staff Responsible for Monitoring:** DI, AAS, CIC, English DC, English TL |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating phenomena learning and vocabulary review/activities.<br><br>Strategy: All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** DI, CIC, Science DC, Biology TL |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Student Engagement: Focusing on "Purposeful student interactions" in all classes.<br>**Strategy's Expected Result/Impact:** Students will use academic vocabulary and have time to reflect on content topics.<br>**Staff Responsible for Monitoring:** Principal, DI, Campus Admin, CICs, DCs, Teachers |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: Focusing on celebrating students in classrooms.<br>**Strategy's Expected Result/Impact:** Every classroom will have a designated area to celebrate student achievement. Students will emulate other student's behavior.<br>**Staff Responsible for Monitoring:** Principal, DI, Campus Admin, CICs, DCs, TLs, Teachers |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Utilize our campus CTE scholarship fund to aid students in paying for their certification exams.<br>**Strategy's Expected Result/Impact:** Increase the number of students taking their certification exams by 2% each year.<br>**Staff Responsible for Monitoring:** DI & Lead Counselor |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Promote and screen students for AP/DC class readiness.<br>**Strategy's Expected Result/Impact:** Increase AP the number of students enrolled in AP/DC courses.<br>**Staff Responsible for Monitoring:** DI, AAS, Counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will partner with our feeder middle schools to build interest and grow Fine Arts and athletic programs.<br>**Strategy's Expected Result/Impact:** Increase participation in extracurricular activities by 2%.<br>**Staff Responsible for Monitoring:** DI, Principal, Head Directors, & AD |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: We will utilize our Finish Line program to focus on the success of at-risk seniors.<br>**Strategy's Expected Result/Impact:** Increase graduation rate by 1% each year.<br>**Staff Responsible for Monitoring:** DI & Lead Counselor |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: We've enrolled students in a '3A' academy who are struggling with attendance and grades. Meetings occur during advisory. During that time student's meet with teachers about what steps than can take to improve.<br>**Strategy's Expected Result/Impact:** Student's attend school and grades improve.<br>**Staff Responsible for Monitoring:** Principal, Associate, DI, Counselors, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line.<br>**Strategy's Expected Result/Impact:** Cy-Fair will be a safe and secure learning environment for students and staff.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will utilize Safety resources and CFPD.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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. Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 improve by 3% when compared to the previous school year attendance rate.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism. We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Bobcat Brag, Most Valuable Bobcat, and frequent classroom visits with feedback.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals. The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coaches, introductory training for campus look-for strategies in August, Tag-A-Teacher Peer Learning opportunities, SIBME reflection opportunities, and continued training on the offered technology: Classkick, Gimkit, Schoology, and Performance Matters. Cy-Fair Admin have also created a Professional Library, on campus, that provides teachers with opportunities for independent book study, team book studies, and varying classroom activities for checkout.<br>**Strategy's Expected Result/Impact:** Teachers will feel confident in their ability to implement the 25-26 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development.<br>**Staff Responsible for Monitoring:** Principal |

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:** Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events
Canva Data- Bobcat Blast Engagement Data

| Strategy 1 Details |
|---|
| **Strategy 1:** Improving Social Media Presence: Establish a consistent posting schedule across all CFHS social media platforms (campus, athletics, arts, and organizations) to share celebrations, student achievements, and upcoming events.<br>**Strategy's Expected Result/Impact:** Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued.<br>**Staff Responsible for Monitoring:** Principal & Administrative Team |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Social Media Presence: Use feedback tools (e.g., Google Forms, social media polls, QR-linked surveys) to gather input from students, staff, parents, and community members.<br>**Strategy's Expected Result/Impact:** Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued.<br>**Staff Responsible for Monitoring:** Principal & Administrative Team |

| Strategy 3 Details |
|---|
| **Strategy 3:** Improving Parent and Community Engagement: Increase visibility of parent volunteer opportunities through newsletters and social media spotlights.<br>**Strategy's Expected Result/Impact:** Foster a culture of collaboration and belonging by engaging parents and community partners as active contributors to the Cy-Fair HS experience.<br>**Staff Responsible for Monitoring:** Principal & Administrative Team |

| Strategy 4 Details |
|---|
| **Strategy 4:** Improving Parent and Community Engagement: Host an annual "CFHS Community Night" featuring performances, athletic previews, and student showcases to strengthen the school-community relationship.<br>**Strategy's Expected Result/Impact:** Foster a culture of collaboration and belonging by engaging parents and community partners as active contributors to the Cy-Fair HS experience.<br>**Staff Responsible for Monitoring:** Principal & Administrative Team |

# Cypress-Fairbanks Independent School District

# Cypress Creek High School

# 2025-2026



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through academic discourse in the classroom.<br><br>Strategy: Students will participate in academic discourse during instruction. Teachers will include academic discussions into their lesson weekly.<br>**Strategy's Expected Result/Impact:** Increased student engagement which will result in increased student learning.<br>**Staff Responsible for Monitoring:** Principal, DI, CIC, DC, TL's, AAS |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through strategic planning and data analysis.<br><br>Strategy: Teachers will regularly hold/attend data digs to discuss instructional needs and strategies to improve first-time instruction.<br>**Strategy's Expected Result/Impact:** Increase student learning and rigor<br>**Staff Responsible for Monitoring:** Principal, DI, CIC, TL, DC, AAS |

**Strategy 3 Details**

**Strategy 3:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

- Salaries - the 6 additional teachers (1 Math, 3 English, 1 Biology, 1 Fine Arts will help reduce class sizes. The Community in Schools liaison will help reduce behavior and attendance issues. The counselor will help with mental health as well as ensuring proper placement for students. The Academic Achievement Specialist will assist with interventions, mentorship, and more.

- Parent Involvement - we will increase parent involvement throughout the year with events such as Cougar Campu, Open House, Curriculum Night, Counselor Conversations, College Night, etc. Staff members will communicate through various means of communication information regarding these events and other opportunities to support our goal of increased parent involvement.

- Tutorial/Intervention supplies - Classroom supplies (such as games for interactive interventions) will increase teacher proximity and support our instructional goals as specified in the CIP.

**Staff Responsible for Monitoring:** Principal, DI, AAS

**Strategy 4 Details**

**Strategy 4:** Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 5 Details**

**Strategy 5:** Improving Student Engagement: Students will be exposed to an array of various organizations that will capture students' attention.

**Strategy's Expected Result/Impact:** Students will interact with and engage with the various organizations/clubs on the campus.

**Staff Responsible for Monitoring:** Principal, Associate Principal

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Students will have opportunities to engage with the campus through various social media platforms.

**Strategy's Expected Result/Impact:** Students will be engaged with the campus, even when not at the campus.

**Staff Responsible for Monitoring:** Principal, Associate Principal.

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will encourage students in CTE courses to earn eligible IBC and track their progress.<br>**Strategy's Expected Result/Impact:** The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Cy Creek CTE teachers and administrators will more frequently and effectively communicate with parents and community members about their program and the certification process.<br>**Strategy's Expected Result/Impact:** With an increase in knowledge and understanding, parents and the community can help the student to be successful in their certification process.<br>**Staff Responsible for Monitoring:** Director of Instruction |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will encourage students to enroll in dual-credit and advanced placement courses and monitor their progress.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Effective and timely communication will go to the campus and community explaining the AP/DC process, purpose, benefits, and FAQ's so that students feel more comfortable and confident in the enrollment process.<br>**Strategy's Expected Result/Impact:** An increase in enrollment of AP/DC classes<br>**Staff Responsible for Monitoring:** Principal |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will encourage students to participate in Fine Arts and athletic programs.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Campus club sponsors will increase awareness of their clubs, organizations, and extra curriculars.<br>**Strategy's Expected Result/Impact:** An increase in student recruitment.<br>**Staff Responsible for Monitoring:** Principal |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: We will support seniors at risk of not graduating on time by creating individualized support plans.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Graduation Rate: To increase the graduation rate, the campus administration will work closely with students who are in their 4th year of high school but not identified as a 12th grader to ensure a plan is put into place which will help them to be academically successful.<br>**Strategy's Expected Result/Impact:** Increased graduation rates<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Dropout Prevention: To decrease dropout rates, campus administration and staff will work to ensure interventions are occurring in an effective and timely manner so that all students are able to be academically successful.<br>**Strategy's Expected Result/Impact:** Decreased dropout rates<br>**Staff Responsible for Monitoring:** principal |

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 |
|---|
| **Strategy 1:** Campus Safety:<br><br>By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, IDs, and no headphones/earbuds in the hallways, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom.<br>**Strategy's Expected Result/Impact:** Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur.<br><br>An increase in the quality and delivery of first-time instruction will be noted.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers |

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 |
|---|
| **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. Faculty and staff will actively participate in the following professional learning and training:<br>-Book Studies and Staff Presentations with planning incorporated<br>-Campus professional development focused on building relationships and understanding Emotional Poverty<br>-Promotion of PBIS.<br>-Emerging Bilingual Support<br>-Special Education Lunch and Learns<br><br>Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school.<br><br>Through these professional learning and training, our faculty and staff will gather different approaches to more effectively working with our students (i.e. SPED African American) to reduce the number of DAEP placements and increase the level and quality of first-time instruction.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals |

| Strategy 2 Details |
|---|
| **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. Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers. Assistant principals will utilize the CFISD Code of Conduct, the districts suggested restorative interventions list, and the Cy Creek behavior continuum, developed by the Assistant Principals, to guide and support students who are struggling to adhere to the campus expectations.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs |

| Strategy 3 Details |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction |

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
Teacher feedback/Survey

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will receive additional professional development in the following areas:<br><br>Emotional Poverty<br>Supporting Emerging Bilinguals<br>Developing Personal Professional Goals and Goals for Student Growth.<br>**Strategy's Expected Result/Impact:** Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students.<br>**Staff Responsible for Monitoring:** Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team |

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:** Communication with parents
Translated documents
Agendas for events with dates/times

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will consistently share the activities/lessons teachers are doing in the classroom on social media.<br>**Strategy's Expected Result/Impact:** Parents become aware of the lessons/activities their student is going through and want to be more engaged/involved with the school.<br>**Staff Responsible for Monitoring:** Principal, DI, AP over social media |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Include academic social media posts through the school website and all other platforms in order to increase parent/guardian engagement and awareness.<br>**Strategy's Expected Result/Impact:** Parents become more aware and involved in their students' academics.<br>**Staff Responsible for Monitoring:** Principal, DI, AP over social media |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will have more opportunities for parents to engage with their students' academics through the campus.<br>**Strategy's Expected Result/Impact:** Parents become more aware and involved in their students' academics.<br>**Staff Responsible for Monitoring:** Principal, DI, AP over social media |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Parents will be made aware of the ways in which they can volunteer at the campus in a meaningful way.<br>**Strategy's Expected Result/Impact:** Parents become more aware and involved in their students' academics.<br>**Staff Responsible for Monitoring:** Principal, DI, AP over social media |

# Cypress-Fairbanks Independent School District

# Cypress Falls High School

# 2025-2026

**Accountability Rating: B**



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Develop campus-wide common academic language that focuses on building problem solving capacity of students in all classes.<br><br>Strategy: Form problem solving committee to focus on developing campus-wide common language and instructional processes.<br>**Strategy's Expected Result/Impact:** Improved student scores at meets and masters levels.<br>**Staff Responsible for Monitoring:** Principal, DI, Appraisers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Develop campus-wide . academic language that focuses on building problem solving capacity of students in all classes.<br><br>Strategy: Provide staff development focusing on campus-wide academic language and problem solving, including instructional strategies leading to deeper student discourse and instructional strategies from Small Moves, Big Gains.<br>**Strategy's Expected Result/Impact:** Improved student scores at meets and masters levels.<br>**Staff Responsible for Monitoring:** Principal, DI |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Develop campus-wide academic language that focuses on building problem solving capacity of students in all classes.<br><br>Strategy: Create and utilize instructional materials that include common academic language that will be posted in each classroom on campus.<br>**Strategy's Expected Result/Impact:** Improved student scores at the meets and masters levels.<br>**Staff Responsible for Monitoring:** Appraisers |

**Strategy 4 Details**

**Strategy 4:** 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: hosting Vertical Horizon's Showcase, Talent Show, Clubs and Honor Societies, Fish Camp Leadership, Black Student Union performances, etc.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Associate Principal

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** 1. Salaries - The 4 class size reduction teachers in Social Studies (1), Math (2) and Science (1) will assist with meeting our students' goals in these content areas.

2. Professional Development - The staff (admin, teachers and paras) will attend staff development both in and out of district to gain a better understanding of how to meet the needs of the students in our building as outlined in our needs assessment.

3. Substitute Pay - We will use subtitute pay to cover class size reduction teachers when they are out. We will also use substitutes for teachers to attend professional development or provide interventions for students throughout the year.

4. Instructional Supplies: We will use funds to buy classroom supplies that will impact student learning. This would might be instructional resources, student materials, lab supplies or software (such as IXL).

5. Extended Day Pay: We will use funds to pay staff for tutorials, interventions, special programs or other events that support the goals and strategies expressed in our CIP.

6. Parent Involvment: We will use funds to increase communication to and host activities/events to more fully involve parents.

7. Hall Pass - We will subscribe to Securely (Hall Pass) which will help us reach our attendance goal by addressing skipping and tardies.

8. Sibme - We will purchase access to Sibme to assist appraisers in giving better feedback to teachers which will result in greater student achievement.

9. College Visits - We will pay for staff members to take students on college visits throughout the year in order to provide experiences that would motivate students to reach their CCMR goals.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Request student input in order to enhance opportunities we offer at Cypress Falls.

**Strategy's Expected Result/Impact:** Improved course completion rate, attendance rate and graduation rate.

**Staff Responsible for Monitoring:** Principal, Associate Principal

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: Plan college and vocational school visits targeting students who are not typically engaged in other school activities.<br>**Strategy's Expected Result/Impact:** Improved CCMR, graduation rates and attendance.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, DI |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will<br>- Implement CTE/CCMR data digs to analyze earned certificates and develop an action plan with individual teachers.<br>- Review and revise processes for ensuring students are taking required coursework to accompany certification tests.<br>**Strategy's Expected Result/Impact:** The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Department Chair, CTE Counselor, DI |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Counselors will share individual college readiness data with students during course selection conferences.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Academic Achievement Specialists will identify and conference with incoming 9th graders who are not involved in an UIL activity.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** AAS |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: We will implement a two-pronged approach:<br><br>1. Identify repeat ninth graders and create clear plans for credit recovery, including plans to clear excessive absences.<br>2. Identify, track and conference with all families of students who are or should be seniors, yet are not on track to graduate.<br>**Strategy's Expected Result/Impact:** More seniors will graduate and a greater percentage of repeat ninth graders will be on track to graduate by the end of the second year of high school.<br>**Staff Responsible for Monitoring:** AAS, Counselors, APs |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: AAS will conference with every student and family before withdrawal from school.<br>**Strategy's Expected Result/Impact:** Fewer students leaving school without education plans in place. |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** All staff with supervision from Safety Team |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Associate Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Associate Principal |

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 |
|---|
| **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. Utilize SOAR and PBIS to teach and reinforce positive student behaviors.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%<br>**Staff Responsible for Monitoring:** APs, Associate |
| **Strategy 2 Details** |
| **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. Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Associate, APs |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, DI, Associate Principal |

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: 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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual options on a variety of topics will be available. Some areas of focus will be CTE, technology, GT , ELL instruction , ESL certification prep, and Content Specific Conferences, and culturally responsive teaching practices.<br>**Strategy's Expected Result/Impact:** Quality first time instruction<br>**Staff Responsible for Monitoring:** DI, Principal, Teacher Leaders |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Work with department chairs and team leaders to highlight student engagement inside the classroom (not just extra-curricular).<br>**Strategy's Expected Result/Impact:** Improved positive view of school/community relations<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, DI |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Include more people to have access to support our social media presence while reminding groups to tag the campus in their individual posts.<br>**Strategy's Expected Result/Impact:** Improved relations with the community.<br>**Staff Responsible for Monitoring:** Principal, Principal's Secretary |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will invite families to more events on the classroom.<br>**Strategy's Expected Result/Impact:** Greater student success and improved school culture. |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Instead of depending on School Messenger, we will invite families to school events on a personal level. For example, when a counselor is talking to a parent about an schedule issue, she will invite that parent to an upcoming event or when a booster club meets a coach will promote an unrelated school-wide event.<br>**Strategy's Expected Result/Impact:** Parents will feel more comfortable at school and be better informed about opportunities. |

# Cypress-Fairbanks Independent School District

# Cypress Lakes High School

# 2025-2026

# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Enhance first time instruction in all subjects through targeted planning and feedback to increase graduation rate.<br><br>Strategy: Higher level questioning will occur in every classroom for more student discourse. Samples will be written and shared during planning.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, DI, Associate and Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Enhance first time instruction in all subjects through targeted planning and feedback to increase graduation rate and attendance.<br><br>Strategy: Teachers will differentiate instruction using informal & formal data.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, DI, Associate and Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Enhance first time instruction in all subjects through targeted planning and feedback to increase graduation and attendance.<br>Strategy: Team planning agendas will address the what and how we want students to learn.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, DI, Associate and Assistant Principals, Principal |

**Strategy 4 Details**

**Strategy 4:** Well-Rounded Education: Students will be provided the opportunity to participate in a variety of enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Clubs and Organizations and after school events led by students.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries: 1 AAS and 5 teachers will assist with helping students and reducing class size in our highest areas of need.

2. Student Scholarships: We will use this to cover the cost of all Dual Credit classes and class fees.

3. Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.

4. 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.

5. Extra Duty Pay: Staff members will be paid for having students in tutorials after school past contract time. This allows students to get additional one-on-one support.

6. Securly subscription: We will increase our student attendance by tracking restroom passes for all students.

7. Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.

8. Parental Involvement: We will increase parent involvement throughout the year with events like Spartan showcase, Open House, Fall Festival, Counselor parent meetings and academic parent meetings. We will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal and Title 1 Coach

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Highlight more student accomplishments on social media and school website

**Strategy's Expected Result/Impact:** Create a culture of success and school pride.

**Staff Responsible for Monitoring:** Principal, Associate and DI

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement:  Plan campus celebrations for academic successes.<br>**Strategy's Expected Result/Impact:** Create a culture of school pride.<br>**Staff Responsible for Monitoring:** Principal, Associate and DI |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will continue to enroll in consecutive CTE courses of studies and will complete industry-based certifications (IBC).<br>**Strategy's Expected Result/Impact:** Students' four-year plan will show outlines for consecutive course enrollment.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** The counseling team will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CTE Teachers |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Extra-curricular sponsors will promote their organizations and participate in Spartan Showcase, Open House, and Fall Festival<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Counselors and Assistant Principals |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: AAS will track and monitor seniors at risk of not graduating.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Associate Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Counselors and APs will conference with students to create a graduation plan for off track seniors.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Associate Principal, AAS |
| **Strategy 3 Details** |
| **Strategy 3:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Dropout Prevention: Community in Schools and the campus dropout team will work to build stronger relationships with students who are at risk of dropping out.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Associate Principal, AAS |

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 |
|---|
| **Strategy 1:** Campus Safety: Campus leaders will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras.<br>**Strategy's Expected Result/Impact:** Increased active supervision by staff.<br>Reduction of discipline referrals.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Assistant Principal<br>Behavior Interventionist |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Entire Staff |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. Our campus will continue to utilize PBIS, VALOR, in order to teach the expected student behaviors. These lessons are taught throughout the year and are reinforced each time a student is out of compliance. VALOR stands for Value, Aspire, Lead, Own, and Respond.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Assistant Principals<br>Behavior Interventionist |

| Strategy 2 Details |
|---|
| **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.<br>PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals<br>Behavior Interventionist |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Teachers who have perfect attendance for each grading period will be acknowledged. Our administrative staff and department chairs actively monitor staff attendance by grading period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Principal<br>Principal's Secretary<br>Department Chairs |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our AAS team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more.<br>**Strategy's Expected Result/Impact:** As a result of these professional development trainings, teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Director of Instruction |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Leverage the use of the website for announcements.<br>**Strategy's Expected Result/Impact:** More community and parent involvement.<br>**Staff Responsible for Monitoring:** Principal, Associate and DI |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Create a presence on facebook, instagram and X.<br>**Strategy's Expected Result/Impact:** Community and parents will be more informed.<br>**Staff Responsible for Monitoring:** Principal, Associate and DI |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Leverage the website for community engagement.<br>**Strategy's Expected Result/Impact:** Parents and community will be more informed.<br>**Staff Responsible for Monitoring:** Principal, Associate and DI |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Publish monthly newsletter.<br>**Strategy's Expected Result/Impact:** More parent participation at events.<br>**Staff Responsible for Monitoring:** Principal and testing Coordinator |

# Cypress-Fairbanks Independent School District

# Cypress Park High School

# 2025-2026

**Accountability Rating: B**

**Distinction Designation**
Top 25 Percent: Comparative Academic Growth

# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: English 1 and English 2<br><br>Strategy: We will intentionally plan with advanced level students in mind and scale down for on level students to increase rigor. Teachers will utilize reader-writer journals, exit tickets, and writing assignments to give students varied writing opportunities each week and will give individual feedback in small group conferences during the drafting process and after writing assignments and DPMs. Teachers will incorporate direct grammar instruction paired with NoRedInk practices to improve revising and editing skills. Teachers will discuss (with students) the objectives/skills they were tested on and provide time to review/adjust their answers/thought processes. Teachers will diversify source materials (e.g. using multimedia options) to build skills and make texts more accessible to students. In addition, we will utilize L1 & L2 to help students think critically about and connect to texts.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Algebra I<br><br>Strategy: Algebra 1 teachers will design and facilitate daily lessons that emphasize conceptual understanding and higher-order thinking aligned to TEKS. Teachers will analyze formative assessment data weekly to identify learning gaps, form targeted small groups, and provide differentiated instruction and reassessment opportunities.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Direction of Instruction, Campus Instructional Coach, Team Leaders, Algebra I Teachers. |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Biology

Strategy: We will be intentional about obtaining and utilizing student feedback in order to monitor and adjust instruction and activities to maximize student engagement, and we will collect and track data to support student growth through goal setting and data meetings.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coach, Team Leaders, Biology Teachers

**Strategy 4 Details**

**Strategy 4:** Instructional Focus: US History

Strategy: We will implement targeted instructional support and resources for economically disadvantaged students to address specific learning gaps, provide additional small group instruction to reinforce key concepts, and use student discourse to:

- Organize student-led discussion groups and forums.
- Train students in effective communication and advocacy skills
- Facilitate dialogues between students and educational/community leaders.
- Document and analyze key issues raised in student discussions.

By focusing on these objectives, the goal aims to enhance the educational outcomes for economically disadvantaged students, ensuring they achieve higher standards of academic success.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coach, Team Leaders, Social Studies Teachers

**Strategy 5 Details**

**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:

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

At-Risk: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** Salaries: 1 AAS, 2 Community in School personnel, and 6 teachers (2 English, 1 Math, 1 Science and 1 Social Studies) will assist with helping students and reducing class size in our highest areas of need.
Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests.
Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.
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.
Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Hall Pass.
Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.
Parental Involvement: We will increase parent involvement throughout the year with events like Rise Up Camp, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal and Director of Instruction

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: Staff will promote student engagement by providing professional development and ongoing instructional support focused on cognitive engagement strategies. Teachers will participate in targeted training and planning discussions designed to deepen student thinking, encourage active participation, and increase ownership of learning through research-based practices such as questioning, academic discourse, and reflective learning routines.

**Strategy's Expected Result/Impact:** Improved Student Engagement

**Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** CCMR: We will support students in Career and Technology (CTE) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness.<br>**Strategy's Expected Result/Impact:** The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Lead Counselor, CTE Counselor, AAS |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** CCMR: We will support students in Advanced Placement (AP), Dual Credit (DC) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Counselors, Dual Credit Team, AAS |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Extra-Curricular Activities: Students will be provided the opportunity to participate in the fine arts and athletics programs, courses, and/or activities in order to provide all students with a well-rounded education.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Athletic Coordinator, Counselors |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2026 and beyond: CFISD's Character Education, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Communities in Schools for at-risk students.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, AAS, Counselors |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: CFISD's Character Education, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, and Communities in Schools support for at-risk students.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, AAS, Counselors |

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 |
| --- |
| **Strategy 1:** Campus Safety: We will utilize the following strategies: Provide advisory lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.<br>**Strategy's Expected Result/Impact:** The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2026.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principals |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines and 100% of students will know the expectations for an actual emergency/crisis.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use an array of behavior management techniques to address student behaviors to reduce and/or deter behaviors from becoming violent by: (1) providing professional development related to classroom management; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring..<br>**Strategy's Expected Result/Impact:** Violent incidents will decrease by 5% from the previous year.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Improvement: Staff will be trained on employ various behavior management techniques to help students contribute to the positive classroom/school environment. We will promote the use of community in addressing student behavior by: (1) Providing continual training for teachers on restorative practices and other classroom management techniques; (2) Consistently issuing consequences for behaviors as outlined in the Student Code of Conduct; (3) Increasing staff supervision near specific areas where out of placement infractions occur most frequently.<br>**Strategy's Expected Result/Impact:** Students will improve conduct to avoid consequences. Increased staff supervision will lead to a decrease in out of placement infractions by 10%.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as PBIS activities, Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators; (3) Providing an incentive to encourage attendance in the spring semester.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Department Chairs and Team Leaders |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: teachers will engage in professional learning centered on research-based instructional and student learning strategies. Professional development will continue building on the strong foundation established in previous years by offering ongoing, job-embedded learning experiences. In addition, staff will have access to both asynchronous and face-to-face professional development opportunities, as well as classroom observation experiences to see strategies in action throughout the year.<br>**Strategy's Expected Result/Impact:** Focusing on research backed, high yield instructional and student learning strategies will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will increase campus social media presence to strengthen communication and family-school connections. The campus will implement a consistent posting schedule highlighting student achievements, upcoming events, and parent resources across official platforms.<br>**Strategy's Expected Result/Impact:** Increased parent and family engagement through improved communication and visibility of campus activities. Families will demonstrate greater awareness of campus initiatives, reflected in a 5% increase in participation at school events, higher engagement on social media platforms (likes, shares, comments, follows), and more positive feedback on family communication surveys.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Athletic Coordinator |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Improving Parent and Community Engagement: We will expand two-way communication through a variety of family-focused events and outreach opportunities. The campus will host informational sessions, family nights, and targeted communication campaigns to promote survey completion and strengthen partnerships between home and school<br>**Strategy's Expected Result/Impact:** The campus will achieve a 5% or greater increase in completed Title I surveys and demonstrate higher attendance at family engagement events, indicating stronger collaboration and communication between families and the school community.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

# Cypress-Fairbanks Independent School District

# Cypress Ranch High School

# 2025-2026



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: To meet 100% of our target scores on STAAR.<br><br>Strategy: We will implement the Fundamental 5 to help teachers maximize instructional time to allow students to reach a deeper level of understanding of the content.<br>**Strategy's Expected Result/Impact:** We will meet our exceed our target goals on the 25-26 STAAR CIP Chart.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: To meet 100% of our target scores on STAAR.<br><br>Strategy: We will increase the opportunities for student discourse during lessons.<br>**Strategy's Expected Result/Impact:** We will meet our exceed our target goals on the 25-26 STAAR CIP Chart.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: To increase campus CCMR from 87% to 100%<br><br>Strategy: We will begin educating students earlier on CCMR and help them to find their pathway before their senior year.<br>**Strategy's Expected Result/Impact:** We will see incremental growth on our CCMR scores while striving for 100%.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, AAS |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Student Engagement: We will use professional development opportunities to focus on various methods for student discourse.<br>**Strategy's Expected Result/Impact:** Students will be highly engaged in the lesson which will result in higher scores on DPMs/Benchmarks/and STAAR EOC.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers. |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Improving Student Engagement: We will use professional development opportunities to move instructional time from behaviorally engaged to cognitively engaged.<br>**Strategy's Expected Result/Impact:** Students will be highly engaged in the lesson which will result in higher scores on DPMs/Benchmarks/and STAAR EOC.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers. |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will work with students and parents to increase the number of students participating in certification testing. Additionally, our CTE teachers will work with students to prepare and practice for their certificate exam opportunities.<br>**Strategy's Expected Result/Impact:** The number of students who earn an industry certification will increase by 2%.<br>**Staff Responsible for Monitoring:** All CTE teachers, CTE counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers in K level classes will promote Advanced Placement and Dual Credit options throughout the school year and encourage enrollment.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Director of Instruction |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will host our Keeping the Options Open event to inform students about their extracurricular options. Additionally, our Fine Arts directors and athletic coaches will visit our feeder middle schools to increase enrollment.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Teachers, counselors, director of instruction |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: In addition to individual plans for seniors identified as not on track to graduate, we will use our senior watch-list to identify and monitor students in need of additional support to stay on track.<br>**Strategy's Expected Result/Impact:** Our graduation rate will increase by 1%<br>**Staff Responsible for Monitoring:** Teachers, counselors, assistant principals |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: We will conduct home visits to students who have dropped out of high school. We will work to support them and inform them on their options towards a diploma.<br>**Strategy's Expected Result/Impact:** Our students will return to school and have a defined path to graduation<br>**Staff Responsible for Monitoring:** AAS, counselors, assistant principals, director of instruction, associate principal, principal |

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 |
| --- |
| **Strategy 1:** Campus Safety: In addition to increasing monitoring in morning, we will also restrict the number of entry points and increase focus on student ID badges.<br>**Strategy's Expected Result/Impact:** Increased monitoring will result in a safer, healthier learning environment.<br>**Staff Responsible for Monitoring:** All Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principal over safety |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will use Bringing out the Best (BOTB) to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals, Associate Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: To minimize loss of first time instruction, we will use restorative practices to help students understand the impact of repeated refusal on their education and academic progress.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principals, Associate Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc.<br>**Strategy's Expected Result/Impact:** We will see evidence of strategies presented in professional development during classroom instruction.<br>**Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coaches |

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 2%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will engage the community weekly thru social media posts that the the story of Cypress Ranch.<br>**Strategy's Expected Result/Impact:** Parents, students, and the CFISD community will witness through social media the "I am CR" spirit of Cypress Ranch.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will highlight students (former and present) and teachers monthly to share personal stories about the Cypress Ranch learning community.<br>**Strategy's Expected Result/Impact:** Parents, students, and the CFISD community will witness through social media the "I am CR" spirit of Cypress Ranch.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will use the CR Connection (monthly newsletter) to help our families stay connected to the activities occurring at Cypress Ranch.<br>**Strategy's Expected Result/Impact:** Parents and community will have an increased awareness of activities and events at Cypress Ranch.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will provide opportunities for parents to contribute to and participate in activities that support the Cypress Ranch learning community.<br>**Strategy's Expected Result/Impact:** We will see an increase in the amount of parent/community participation in events/meetings.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction |

# Cypress-Fairbanks Independent School District

# Cypress Ridge High School

# 2025-2026

# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Strengthening first time instruction through the continued push for student discourse and the use of the gradual release lesson structure.<br><br>Strategy: All staff will be required to attend one PD per semester that will empower them with specific strategies to implement student discourse.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Director of Instruction, Campus Appraisers, AAS, CICs |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first time instruction through the continued push for student discourse and the use of the gradual release lesson structure.<br><br>Strategy: Strategy implementation will be promoted through monthly challenges where participants can earn points for demonstrating their use of various strategies in the classroom.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Director of Instruction, Campus Appraisers, AAS, CICs |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: Strengthening first time instruction through the continued push for student discourse and the use of the gradual release lesson structure.<br><br>Strategy: First time instruction will be supported by a Campus Instructional Coach for each of the 4 core content areas as well as a New Teacher liaison for new staff. This will include weekly learning walks for the admin and CICs to work to collaborate on coaching feedback for teachers and to share successes.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Director of Instruction, Campus Appraisers, AAS, CICs |

**Strategy 4 Details**

**Strategy 4:** 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: Examples include: Meet the Rams, after school clubs, Veterans Day Celebration, Talent Show, Mr. & Ms. Ram, and Leadworthy.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Club Sponsors

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries: 1 Counselor, 2 paraprofessionals, and 6 teachers (4 English, 2 Math) will assist with helping students and reducing class size in our highest areas of need.

2. Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests.

3. Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.

4. 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.

5. Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support.

6. Securly subscription: We will increase our student attendance by tracking restroom passes for all students.

7. Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.

8. . Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Meet the Rams, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Team Leaders, Department Chairs/CICs, Counselors, Director of Instruction, Principal

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: Cypress Ridge will develop a process to plan for more campus events, classroom activities and campus wide celebrations.

**Strategy's Expected Result/Impact:** More opportunities for students and community members to get involved in the campus outside of the traditional extracurricular options.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Club Sponsors

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: Cypress Ridge will work to elicit feedback from students to brainstorm ways to improve school spirit and offer more events that students want to attend.<br>**Strategy's Expected Result/Impact:** Increase in the ability to offer more student desired events, increase in student involvement in the school.<br>**Staff Responsible for Monitoring:** Principal, Club Sponsors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** CTE Approved Industry Certifications:<br>- We will execute CTE/CCMR data digs to analyze earned certificates and develop an action plan.<br>- We will meet with the admin team to discuss scheduling so that students are set up to complete level 3 CTE courses for 4 or more credits in the same program of study.<br>**Strategy's Expected Result/Impact:** The number of students earning an industry certification will increase by 2%.<br>**Staff Responsible for Monitoring:** Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Student Enrollment in Advanced Placement/Dual Credit courses:<br>- We will use Title I funds to cover the cost of Advanced Placement exams for all students enrolled in AP classes.<br>- We will use title I funds to cover the cost of all Dual Credit tuition.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2%.<br>**Staff Responsible for Monitoring:** College and Career Specialist, Director of Instruction, Dual Credit Counselor, Lead Counselor |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Student enrollment in extra-curricular activities:<br>We will look at ways to promote school spirit through pep rallies, spirit days, and other concerts/events. We will also work with the coaches and fine arts directors to recruit new membership at the middle school level and partner with the middle schools for spirit nights, joint concerts, and other opportunities.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2%<br>**Staff Responsible for Monitoring:** Athletics coaches, Fine Arts Directors, Counselors, Principal, Assistant Principal, Club Sponsors |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: Increase graduation rates across the board but especially in our Emergent Bilingual, Highly Mobile and Special Ed populations as these populations dipped below 90% this past year. Identify, assess and implement best practices to ensure strong first time instruction aligned with the needs of respective groups. Focus on classes that most often prevent students from moving to the next grade level.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1%<br>**Staff Responsible for Monitoring:** Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: We will use Title I funds to hire a student Advocate position to conduct home visits, track chronically absent students, and work with our students at risk of dropping out.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1%.<br>**Staff Responsible for Monitoring:** Student Advocate, Assistant Principal, AAS, Associate Principal |

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 |
| --- |
| **Strategy 1:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal , Associate Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Student and Community Safety: An electronic hall pass program, Securly, was purchased to assist in keeping students in class and also tracking them when they are in the hallways. Student that are late to class are tracked via our tardy system as well. Additionally, CFISD Officers are present at all public campus events to ensure the safety of our students, parents, and community members.<br>**Strategy's Expected Result/Impact:** Students attendance will increase, students will be on time to class, and incidents at campus extracurricular events will decrease<br>**Staff Responsible for Monitoring:** Campus PD, Assistant Principals, Associate Principal |

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 |
| --- |
| **Strategy 1:** Student Attendance: Truancy Prevention Measures will be implemented for students with 6 or more absences or have been identified as chronic skippers. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.<br>**Strategy's Expected Result/Impact:** 96% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** We will use Title I funds to hire a Student Advocate. This position will work with our students coded as dropouts as well as students that are chronically absent. They will conduct home visits and work closely with the campus Academic Achievement Specialist to identify students with attendance concerns.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate and overall increase in campus passing rates.<br>**Staff Responsible for Monitoring:** Assistant Principals, Student Advocate, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist |

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 |
|---|
| **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.<br>Our campus will continue to utilize PBIS, Ram PRIDE, in order to teach the expected student behaviors. These lessons are taught explicitly at the beginning of each semester and are reinforced each time a student is out of compliance. PRIDE stands for Punctuality, Respect, Integrity, Determination, and Enthusiasm. We also will include behavior expectations in our Bringing Out the Best lessons taught school-wide each progress report.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Behavior Management: Staff will be trained with Classroom Management 101 to establish a common language and consistent practices for creating structured and effectively managed classrooms. The assistant principals will utilize the CFISD Code of Conduct and the district's Restorative Interventions list as a reference when addressing student discipline. We will use culturally responsive practices as well as work to build relationships between the teacher, student, and parents to reduce the discipline issues in the classroom.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Student Advocate, REACH Team Lead |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Staff Acknowledgement provide PRIDE catchers to acknowledge various measures of extended efforts; highlight celebrations on social media, in campus meetings and on the campus webpage. Finally staff and student accomplishments will be highlighted each week in the Principal's Sunday Notes. Staff are also challenged to highlight 173 days of Awesome posted in the office hallway.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our campus REACH team and department leaders. This year the major area of focus will be on Student Discourse with a focus on the We Do and Y'all Do portions of the gradual release lesson cycle. This focus will be supported through after school PD offerings, Team Leader Share sessions, Learning Walks, and book study opportunities.<br>**Strategy's Expected Result/Impact:** As result of these professional development trainings teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.<br>**Staff Responsible for Monitoring:** Director of Instruction, Campus REACH team, Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Cypress Ridge will develop a process to capture campus events, classroom activities and campus wide celebrations.<br>**Strategy's Expected Result/Impact:** Increased parent and community engagement with the campus, increased attendance at campus events<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Associate Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Cypress Ridge will set up a goal of posting two times per week on all social media platforms.<br>**Strategy's Expected Result/Impact:** Increased parent and community engagement with the campus, increased attendance at campus events<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Associate Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Cypress Ridge will send out more frequent communication through the use of a monthly newsletter, the campus marquee, school messenger, and the school website.<br>**Strategy's Expected Result/Impact:** More community/parent events offered, greater attendance at campus events<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Associate Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Cypress Ridge teachers will call all of their 2nd period parents in order to introduce themselves and personally invite them to Open House events.<br>**Strategy's Expected Result/Impact:** Greater attendance at Open House, stronger parent partnerships with teachers and parents.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction |

# Cypress-Fairbanks Independent School District

# Cypress Springs High School

# 2025-2026



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Strengthening first-time instruction in all subjects through specific, targeted planning and feedback.<br><br>Strategy: Students will participate in differentiated small group instruction with a teacher using informal & formal data and a tracking sheet to increase student performance. Teachers will keep a record of their groups and tracking sheets for each unit.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning and feedback.<br><br>Strategy: Higher level questioning will occur in every classroom for more student discourse. Samples will be written in lesson plans.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal |

**Strategy 3 Details**

**Strategy 3:** Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning and feedback.

Strategy: The teachers' team planning session will follow a team planning agenda. The agenda will highlight the following:
(1) What do we want our students to learn?
(2) How will our students demonstrate their learning?
(3) Do our students possess the background knowledge to appropriately demonstrate their learning?
(3b) If not, what are we offering to support our students' instructional gaps?
(4) How will educators respond if students do not demonstrate their learning at the meets or masters level?

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal

**Strategy 4 Details**

**Strategy 4:** Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, Fine & Performance Arts Programs, and UIL Athletics

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal

## Strategy 5 Details

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

1. Salaries - The 7 educators are used to support the campus via title one include: AAS (1), Community in Schools Rep (1), Counselor (1), English Class Size Reduction Teacher (1), Math Class Size Reduction Teacher (1), Math Instructional Specialist (1), and Instructional Para for EB (1) will assist with meeting our students' goals in all content areas.

2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

5. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

6. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

7. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP.

8. Parent Involvement - We will increase parent involvement throughout the year with events like Freshmen Orientation, Open House, Curriculum Night, Counselor Conversations, Senior Nights, FASFA Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

9. E-Hall Pass - We will increase student attendance and decrease the number of students in the hallways by teachers monitoring students' online activities and easily manage hall pass requests, all in one easy-to-use tool.

**Staff Responsible for Monitoring:** Principal

## Strategy 6 Details

**Strategy 6:** Communities in Schools: Students with an identified area of need based on attendance and lack of credits will be provided with additional academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** Improved attendance and graduation rate

**Staff Responsible for Monitoring:** Principal, Assoc. & Asst. Principals, DI, AAS, CIS Representative

| Strategy 7 Details |
| --- |
| **Strategy 7:** Improving Student Engagement: Students will be exposed to various organizations that will capture students' attention.<br>**Strategy's Expected Result/Impact:** Students will interact with and engage with the various organizations/clubs on the campus.<br>**Staff Responsible for Monitoring:** Principal, Campus Administrators, Club and Organization Sponsors |

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: The campus will promote student engagement by providing professional development and ongoing instructional support focused on cognitive engagement strategies. Teachers will participate in targeted training and planning discussions designed to deepen student thinking, encourage active participation, and increase ownership of learning through research-based practices such as small group instruction with tracking sheet, questioning, student academic discourse, and reflective learning routines.<br>**Strategy's Expected Result/Impact:** Improved Student Engagement<br>**Staff Responsible for Monitoring:** Principal, All Campus Administrators and Teachers |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** CTE: The campus will provide financial support to assist students with paying for industry certifications.<br>**Strategy's Expected Result/Impact:** Exceed the previous participation numbers from the previous year. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation.<br>**Staff Responsible for Monitoring:** Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser |
| **Strategy 2 Details** |
| **Strategy 2:** CTE: Students will take a mock exam and score 80% or higher prior to sitting for the exam.<br>**Strategy's Expected Result/Impact:** Higher number of prepared students sitting for the exam. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation.<br>**Staff Responsible for Monitoring:** Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Hire and train more teachers to support our dual credit programs.<br>**Strategy's Expected Result/Impact:** Increased number of students participating in dual credit. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation.<br>**Staff Responsible for Monitoring:** Principal, DI, College and Career Advisor, AAS, Department Chair |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Promote and highlight the benefits of our fine arts and extra-curricular programs while continuing to recruit participants.<br>**Strategy's Expected Result/Impact:** Increased number of students participating in fine arts and extra-curricular programs. More students involved in the positive campus culture leads to higher high school graduation rates.<br>**Staff Responsible for Monitoring:** Principal; DI; College and Career Advisor: AAS, Club Sponsors, Coaches |

**Goal 3:** District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

**Performance Objective 1:** District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: The campus will utilize data (academic and attendance) to address students that are not on track to complete one of the two pathways before graduation and support them via interventions. Grade Level Counselors and Assistant Principals will develop an individual plan for students who may be in jeopardy.<br>**Strategy's Expected Result/Impact:** We expect for a higher graduation rate (1%) with the consistent communication with student, parents, and all stakeholders.<br>**Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: We will develop a plan of action to address truancy and attendance via student/parent contracts, phone calls, student conferences, and home visits. Grade level Counselors and Assistant Principals will work together to assist students with making up EA's and fulfilling their academic requirements.<br>Partner AP/Counselor will meet weekly<br>Review in January and February 2026<br>**Strategy's Expected Result/Impact:** Increase in student attendance and higher graduation rate(1%).<br>**Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff |
| **Strategy 3 Details** |
| **Strategy 3:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| |
| |

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 |
| --- |
| **Strategy 1:** Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building<br>**Strategy's Expected Result/Impact:** Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Teachers, Staff |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Teachers, Staff |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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. We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership..<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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. Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.)<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Associate, Assistant Principals, BI |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: Professional development will be offered to all teachers based on the data from the instructional walks and needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Small Group Instruction with Tracking Sheets, Student Discourse, Quantum Learning, GT training, ESL Strategies, and more.<br>**Strategy's Expected Result/Impact:** Teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.<br>**Staff Responsible for Monitoring:** CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal |

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 3%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Establish a consistent posting schedule across all Cypress Springs HS social media platforms (campus, athletics, arts, and organizations) to share celebrations, student achievements, and upcoming events.<br>**Strategy's Expected Result/Impact:** Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued.<br>**Staff Responsible for Monitoring:** Coaches, Sponsors, CICs, Teachers, AAS, DI, Associate and Assistant Principals, Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will consistently share the activities/lessons teachers are doing in the classroom on social media.<br>**Strategy's Expected Result/Impact:** Parents become aware of the lessons/activities their student is going through and want to be more engaged/involved with the school.<br>**Staff Responsible for Monitoring:** CICs, Teachers, AAS, DI, Associate and Assistant Principals, Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Cypress Springs HS will send out more frequent communication through the use of a monthly newsletter, the campus marquee, school messenger, and the school website.<br>**Strategy's Expected Result/Impact:** Parents will feel more informed about school events and be better informed about opportunities.<br>**Staff Responsible for Monitoring:** Principal & Administrative Team |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Host an annual "Cypress Springs HS Awards Night" featuring performance highlights and academic awards to strengthen the school-community relationship.<br>**Strategy's Expected Result/Impact:** Foster a culture of collaboration and belonging by engaging parents and community partners as active contributors to the Cypress Springs HS experience.<br>**Staff Responsible for Monitoring:** Principal & Administrative Team |

# Cypress-Fairbanks Independent School District

# Cypress Woods High School

# 2025-2026

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: To increase opportunities for meaningful academic student discourse in all content areas with a focus on AAs and EBs<br><br>Strategy: Teachers will utilize the turn and talk strategy to build in academic language, allowing students time to verbally process new information with their peers.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Teachers, CF-TESS Appraisers, CICs |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: To increase opportunities for meaningful academic student discourse in all content areas with a focus on AAs and EBs<br><br>Strategy: Teachers will provide sentence stems to students in order to guide students towards productive academic discourse.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Teachers, CF-TESS Appraisers, CICs |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: To increase opportunities for meaningful academic student discourse in all content areas with a focus on AAs and EBs<br><br>Strategy: Teachers of all content areas will incorporate a variety of discourse-based student-centered learning activities into their lessons, such as Socratic Seminars, Jigsaws, 6-Word Stories, etc.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Teachers, CF-TESS Appriasers, CICs |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Improving Student Engagement: We will promote student clubs and activities driven by student interests and encourage staff sponsorship to ensure every student has opportunities to connect and belong.<br>**Strategy's Expected Result/Impact:** Increased student participation in clubs and activities, with more students reporting a sense of connection, belonging, and positive relationships with peers and staf<br>**Staff Responsible for Monitoring:** Associate Principal |

| Strategy 5 Details |
| --- |
| **Strategy 5:** Enhancing Student Engagement: Host events that showcase diverse organizations and offer meaningful opportunities for participation.<br>**Strategy's Expected Result/Impact:** Students, families, and staff feel a stronger sense of belonging and appreciation for different cultures, leading to increased engagement and stronger school-community connections.<br>**Staff Responsible for Monitoring:** Principal, Associate, DI, Counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** CTE Approved Industry Certifications: CTE teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set and clearly communicate study deadlines with students. Students will complete test reflections after taking a practice certification test to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams.<br>**Strategy's Expected Result/Impact:** The number of students who earn an industry certification will increase by 2%.<br>**Staff Responsible for Monitoring:** All CTE teachers, CTE Counselor, District CTE Campus Instructional Coach |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch - through all English classes and on the television sets in the hallway<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** CCS / AAS / DI/Counselors |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will host Wildcat Express and Keeping the Options Open inviting our directors and coaches to attend for recruitment purposes.. Our Fine Arts directors and athletic coaches will visit the middle schools to increase enrollment. We will support our feeders via social media to build the bridge from middle to high school.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal, Athletic Director, Counselors, Fine Arts, Coaches |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS, CCS |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, other options will be given to families/students as needed, Registrar/ AAS will monitor dropout list regularly and contact families offering support until a solution is devised.<br>**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1.5%.<br>**Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, Attendance Office, CYS, AAS |

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 |
|---|
| **Strategy 1:** Campus Safety: Members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways, restrooms, and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities.<br>**Strategy's Expected Result/Impact:** Students at Cypress Woods High school will feel safe on campus upon arrival, throughout the school day, and during after school activities as measured by the student survey conducted during the school year.<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Teachers<br>-Staff<br>-Campus Resources Officers |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br><br>All Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills in preparation for an actual emergency/crisis.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** -Campus Safety Liaison: assigned Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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
Tardy Calculator Data
Electronic Violation Data
Dress Code Violation Data

| Strategy 1 Details |
|---|
| **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. As a campus, we use CPI training, Behavior intervention strategies, conflict mediations, Wildcat Excellence, and Bringing Out the Best character lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 70% (Reference the 2021-22 CFISD Report on Violence and Violence Prevention)<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals<br>Campus Resource Officers |

| Strategy 2 Details |
|---|
| **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. The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is supporting teachers in building relationships with their students and the parents of their students and the positive effect it will would have in reducing the discipline issues in the classroom.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Instructional Shout-outs and our staff Intentional monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** DI<br>Principal<br>CICs |

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
August Campus PD Week Look Fors Trainings
Campus Credentials

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Our PD mission is to create job-embedded PD options that teachers can choose from to align to their PPGs (Personal Professional Goals) and GSGs (Goals for Student Growth). Our CICs offer 11 personalized PD options throughout the school year, including: instructional coaching cycles, look-for credentials, book studies, accessing a digital library, peer observations, video reflection, data analysis, personalized team training, completing online Teach Like a Champion modules and completing a reflective journal. Additionally, teachers are encouraged to present PD to their peers on topics in which they are passionate, and we consistently communicate district PD offerings such as EB trainings and Quantum Learning sessions throughout the school year.<br>**Strategy's Expected Result/Impact:** Teachers will feel confident in their ability to implement the campus instructional look-fors of: What to Do, Cold Call, Student Processing (Wait Time, Everybody Writes and Turn and Talk), and Checking for Understanding (Targeted Questioning, Affirmative Checking, and Closure). Teachers will also take advantage of the multiple on-campus opportunities to improve their craft and seek out district opportunities that are aligned to their goals.<br>**Staff Responsible for Monitoring:** CIC Team<br>DI |

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 2%.

**Evaluation Data Sources:** CyWoods Events
Facebook, Twitter, and Instagram activity/followers
Participation in VIP events
Newsletter viewers

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: Increase (1) Instructional, (2) Athletic, and (3) Fine Arts Social Media posts with a minimum of two per week.<br>**Strategy's Expected Result/Impact:** Parents, students, and the CFISD community will view the excellence that occurs at Cypress Woods HS.<br>**Staff Responsible for Monitoring:** Principal, Associate, APs and DI |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: Meet with the CFISD Communications office to learn strategies to increase our knowledge of social media<br>**Strategy's Expected Result/Impact:** Work more efficiently on the three social media platforms.<br>**Staff Responsible for Monitoring:** AP Social Media Liaision and DI |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: Teachers will use a standardized parent log to record parental communication.<br>**Strategy's Expected Result/Impact:** Utilizing the standard parent log will increase communication across the campus.<br>**Staff Responsible for Monitoring:** Associate Principal, Teachers, Admin |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: Creating a monthly community newsletter.<br>**Strategy's Expected Result/Impact:** To highlight successes and upcoming events occurring at Cypress Woods HS<br>**Staff Responsible for Monitoring:** Principal, Associate, Coordinating Counselor, DI, and Athletic Director |

# Cypress-Fairbanks Independent School District

# Jersey Village High School

# 2025-2026



# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: To increase student mastery of course content and on STAAR EOC, Jersey Village High School will provide consistent, individualized feedback and structured processing time, supported by targeted small-group instruction. In mathematics, this focus will emphasize multi-step equations; in English, it will strengthen comprehension and writing through small-group support; and across the campus, student learning will be solidified through academic dialogue that deepens understanding and application.<br><br>Strategy: The campus will create and implement an instructional feedback framework focused on effective academic discourse. This framework will guide classroom observations, coaching conversations, and professional development to ensure students engage in academic dialogue that is aligned.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Principal |

**Strategy 2 Details**

**Strategy 2:** Instructional Focus: To increase student mastery of course content and on STAAR EOC, Jersey Village High School will provide consistent, individualized feedback and structured processing time, supported by targeted small-group instruction. In mathematics, this focus will emphasize multi-step equations; in English, it will strengthen comprehension and writing through small-group support; and across the campus, student learning will be solidified through academic dialogue that deepens understanding and application.

Strategy: The campus will create an Attendance Intervention Team responsible for identifying students with excessive absences, implementing targeted interventions, and monitoring progress through consistent follow-up. The team will work with students, families, and staff to reduce chronic absenteeism and increase student engagement.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal

**Strategy 3 Details**

**Strategy 3:** Each EOC content team will develop and implement a targeted instructional strategy designed to increase student engagement, address learning gaps, and improve mastery of TEKS in order to raise EOC performance.

Team Strategies:

Algebra Team: Incorporate opportunities for academic discourse at least twice a week to increase conceptual understanding.

Biology Team: The Biology team will use collaborative strategies at least one time a week to increase student cognitive engagement with a focus on higher level questions.

English I Team: Use STAAR-aligned questions and answer options in lessons at least twice per week, with a specific focus on supporting emergent bilingual students.

English II Team: Incorporate academic discourse opportunities at least twice per week in all levels, with a specific focus on supporting emergent bilingual students.

U.S. History Team: The U.S. History team will incorporate application and higher-level thinking questions into warm-ups, processing activities, and quizzes during 70% of the unit to address learning gaps and close the feedback loop.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal

**Strategy 4 Details**

**Strategy 4:** Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:

Fine Arts & Performance Opportunities
- Encourage student participation in band, choir, orchestra, dance, cheer, theater, and visual arts programs.
- Showcase student work and performances at community events, concerts, art shows, and competitions.

Career & Technical Education (CTE)
- Expand access to CTE pathways
- Promote certifications and hands-on projects that connect students to post-secondary opportunities.

Clubs, Organizations, and Leadership
- Provide student leadership opportunities through Student Council, NHS, other student clubs.
- Support cultural clubs/events, debate, and academic competitions to build critical thinking and communication skills.

College, Career, and Military Readiness (CCMR)
- Host College & Career Fairs, Military Signing Day, and guest speaker events.
- Expand dual credit, AP, and early college experiences beyond core academics.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:**

SALARIES & BENEFITS
- 6 class size reduction Algebra and English to increase the ability to provide individualized feedback and increase STAAR EOC performance
- 1 Campus Instructional Coach to support teachers in implementing evidence-based instructional strategies (e.g., academic dialogue, small-group instruction) to improve student performance on English STAAR EOC
- 1 paraprofessional to provide small-group and one-on-one assistance to English I emergent bilingual students who need more time to master grade-level TEKS.

SUBSTITUTE PAY: T1 Salaried Staff - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

EXTRA DUTY PAY - Staff members will be paid for conducting after-school tutoring that supports our instructional CIP goals

CONTRACTED SERVICES - Community in Schools will be utilized to provide additional support and services with students who have excessive absences

SUPPLIES: Instructional - Classroom supplies will be purchased to support CTE classrooms to increase the amount of students taking and passing industry-based certification exams

SUPPLIES: PAFE - Supplies will be purchased to support campus events and initiatives to increase parent and family engagement

**Staff Responsible for Monitoring:** Principal

**Strategy 6 Details**

**Strategy 6:** State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets.

The campus will purchase IXL Mathematics as a supplemental resource to provide targeted, individualized practice for Algebra I students.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: The campus will increase opportunities during the school day for students to showcase their work, classroom learning, and culture. These showcases will highlight academic projects, performances, and cultural celebrations, allowing students to demonstrate their growth and engage peers, staff, and families in meaningful learning experiences.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal

| Strategy 8 Details |
| --- |
| **Strategy 8:** Improving Student Engagement: The campus will leverage campus TVs to showcase student activities, events, and achievements, promoting school spirit and strengthening parent and community engagement.<br>**Strategy's Expected Result/Impact:** 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.<br>**Staff Responsible for Monitoring:** Principal |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** CTE teachers will integrate industry certification exam competencies into daily lessons, unit assessments, and project-based learning. Based on data from daily lessons and unit assessments, teachers will adjust instruction and reteach content as needed to prepare students for success on District Data Checks and industry-based certification exams.<br>**Strategy's Expected Result/Impact:** The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The campus will increase AP and Dual Credit enrollment for economically disadvantaged students by embedding outreach in prerequisite courses. Counselors and AP/DC teachers will collaborate to identify eligible students and provide ApplyTX and entry information through short presentations in classes such as English II and Algebra II.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** The campus will hold community-wide and middle school events to provide information, mentorship, and to promote/recruit for extra-curricular programs that are available.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: The campus will develop individualized graduation plans for students outlining the specific requirements needed to graduate by August 2026. Each plan will be monitored through consistent and regular check-ins between the student, parent, administrator, and/or teacher to ensure progress and provide timely interventions when needed.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: Assistant Principals and Counselors will monitor and track chronically absent students and seniors who are not on track to graduate, using weekly attendance and grade reports. They will conduct interventions including student conferences, parent communication, and home visits to address barriers to attendance and graduation. The campus will also leverage Communities In Schools (CIS) to provide additional support such as social services, mental health resources, case management, and connections to community welfare organizations.<br>**Staff Responsible for Monitoring:** Assistant Principals and Counselors |

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 |
|---|
| **Strategy 1:** Strategy 1<br>The campus will increase staff visibility and supervision using the Falcon Connect plan:<br>- consistent adult supervision in the hallways during passing periods<br>- prevent entrance at alternate access points throughout the building<br>Administrators will conduct weekly exterior door checks, controlled access point checks, and utilize the Cy-Fair Tip-Line.<br>**Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals |

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 |
| --- |
| **Strategy 1:** The campus will implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br><br>The campus will increase student attendance by utilizing our Attendance Improvement Committee. Our campus assistant principals and counselors will conduct home visits and make phone calls to the homes of our students. This will allow us to determine if the student has enrolled in a homeschool program, an online school, a charter, or another public school.<br><br>We will work to find out more information on the whereabouts of these students. We will use our Communities in Schools partnership to help assist students and families with attendance issues.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br><br>The campus will increase student attendance by utilizing our Dropout Recovery Team. We will target our campus no-shows and dropouts to minimize our list. We will work to find out more information on the whereabouts of these students. We will use our Communities in Schools partnership to help assist students and families with attendance issues.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **Strategy 1:** Violence Prevention:<br><br>Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate.<br><br>The campus will clearly communicate positive student and campus expectations through PSA videos, classroom visits, social media, relationship building between all staff and students with the expectation that every staff member and AP is visible in the halls and at their doorways every day between each class period to greet students, get to know all students, and serve as a visible safety presence.<br><br>The campus will utilize SOAR in the classrooms to create a common language and common behavior expectations on our campus<br>**Strategy's Expected Result/Impact:** Violent Incidents will be reduced to 0%.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals |

| Strategy 2 Details |
|---|
| **Strategy 2:** Behavior Management: Behavior Management:<br><br>The staff will receive training on restorative practices and will be encouraged to use those strategies to help students contribute to the positive classroom/school environment.<br><br>Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. APs continue to mediate in order to build healthy relationships between students, teachers, and families. We will continue to improve practices that bridge cultural divides.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Associate Principal<br>Assistant Principals |

| Strategy 3 Details |
| --- |
| **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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 .44%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: The campus will provide encouragement and support to increase attendance by utilizing the following strategies: (1) Writing encouraging notes and thank you cards throughout the year to provide specific feedback on their effect on the learning of their students; (2) admin visits with EAs; and, (3)Staff Shout out Form provided for the community to provide positive feedback to staff members. (4) Teacher Celebrations/Awards posted on social media<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal<br>DI |

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 |
| --- |
| **Strategy 1:** High-Quality Professional Development: The campus will provide professional development to support teachers in the following areas:<br>- Analyzing and Integrating Common Expectations<br>- Increasing Teacher Clarity and Student Engagement through the Use of Academic Dialogue Strategies<br>- Classroom Management Strategies<br>**Strategy's Expected Result/Impact:** Increase job satisfaction represented in the Teacher Satisfaction Survey<br>**Staff Responsible for Monitoring:** DI |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: The campus will identify academic teams with existing social media accounts and work with department chairs, team leads, and the campus instructional coach to establish consistent communication practices. Each department will maintain a campus-approved account and commit to posting at least once per week, tagging the official Jersey Village High School social media account to ensure broader visibility and alignment.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: The campus will link all Instagram posts from the main campus account (@jvhsprincipal) to Facebook in order to engage parents and community members on their preferred platform.<br>**Strategy's Expected Result/Impact:** Improved Social Media Presence<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: The campus will publicize campus events as community-wide events rather than parent-only functions. Information will be distributed broadly through local newspapers, city social media outlets, elementary feeder schools, and other community partners to increase visibility and participation.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: The campus will create opportunities for elementary-aged students to participate in high school events ("Littles Bring Bigs") in order to build early connections to the campus community and promote future engagement.<br>**Strategy's Expected Result/Impact:** Improved Parent and Community Engagement<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

# Langham Creek High School

# 2025-2026

# 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/EOC Algebra I, Biology, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: English 1 and 2 student performance at Masters grade level.<br><br>Strategy: Teachers will improve their use of data to hold students accountable for learning through small groups, critical thinking, structured discourse, and actionable feedback.<br>**Strategy's Expected Result/Impact:** English 1 and 2 students will see a 2% increase in Masters performance data.<br>**Staff Responsible for Monitoring:** Academic Achievement Specialist, DI |
| **Strategy 2 Details** |
| **Strategy 2:** Instructional Focus: US History student performance at Masters grade level.<br><br>Strategy: Teachers will improve their use of data to hold students accountable for learning through critical thinking opportunities, structured discourse, and actionable feedback.<br>**Strategy's Expected Result/Impact:** US History students will see a 2% increase in Masters performance data.<br>**Staff Responsible for Monitoring:** Academic Achievement Specialist, DI |
| **Strategy 3 Details** |
| **Strategy 3:** Instructional Focus: More students will meet their CCMR indicator.<br><br>Strategy: The campus will continue to weave in ongoing education and work with staff, students, and families to plan for and be successful in CCMR pathways.<br>**Strategy's Expected Result/Impact:** Students earning their CCMR indicator will increase by 3% from 72%<br>**Staff Responsible for Monitoring:** Principal, DI, AAS, CCS, Counselors |

**Strategy 4 Details**

**Strategy 4:** Well-Rounded Education: Students participate in targeted enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: students have opportunities to aprticipate in clubs and organizations.

**Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.

**Staff Responsible for Monitoring:** Principal, Director of Instruction

**Strategy 5 Details**

**Strategy 5:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs.

**Strategy's Expected Result/Impact:** - Salaries: 2 English, 1 Math, 2 Social Studies, 1 Science, 1 Academic Achievment Specialist will assist with helping students and reducing class size in our highest areas of need.
- Student Scholarships: We will use this to cover a portion of the AP exam fees.
- Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional planning.
- Instructional Supplies: Supplemental SAT materials will be provided
- Extra Duty Pay: Staff members will be paid for having 6 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support.
- Subscriptions: None
- Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.
- Parental Involvement: We will increase parent involvement throughout the year with events like pack preview, open house, parent/teacher conferences, and GT night. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

**Staff Responsible for Monitoring:** Principal, Director of Instruction

**Strategy 6 Details**

**Strategy 6:** Improving Student Engagement: We will highlight more variety of student activities on social media.

**Strategy's Expected Result/Impact:** Students will hear/see more opportunities available to them and they will join a class, program, or club.

**Staff Responsible for Monitoring:** Principal, DI, APs, Counselors

**Strategy 7 Details**

**Strategy 7:** Improving Student Engagement: We will highlight more individual student accomplishments on social media.

**Strategy's Expected Result/Impact:** Increased camaraderie and recognition of students who are excelling in various programs.

**Staff Responsible for Monitoring:** Principal, DI, APs, Counselors

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

We will
- Utilize Campus Instructional Coaches to support CTE teachers
- We will participate in marking periods data digs and develop action plans with individual teachers.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will continue to enroll in consecutive CTE courses of studies and will complete IBCs with the support of Title 1 funding.<br>**Strategy's Expected Result/Impact:** Student four-year plans will show outlines for consecutive course enrollment.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CCS |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

**Evaluation Data Sources:** Internal Dual-Credit and Advanced Placement Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** The counseling team and college and career specialist will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses.<br>**Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CCS, CTE Teachers |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

**Evaluation Data Sources:** Internal Extra-Curricular Participation Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Extra-curricular sponsors will promote their organizations and participate in Pack Preview, Open House, and Keeping the Option Open events.<br>**Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Counselors and Assistant Principals |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Graduation Rate: Administration and teachers will work together to strengthen instructional engagement in the classroom to keep students on track toward graduation.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Associate Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Dropout Prevention: Administration and teachers will work to build stronger relationships with students to aid in dropout prevention.<br>**Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year.<br>**Staff Responsible for Monitoring:** Associate Principal, AAS |

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 |
| --- |
| **Strategy 1:** Campus Safety: Assistant principals will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras.<br>**Strategy's Expected Result/Impact:** Reduction of student discipline referrals by 5%.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, DI, AAS, Counselors, DIHT |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will be continually reminded of procedures during monthly staff meetings and parents will receive monthly safety reminders in our campus newsletter.<br>**Strategy's Expected Result/Impact:** That all parties will understand the factors in place to contribute to everyone's safety.<br>**Staff Responsible for Monitoring:** Principal, Associate, APs |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **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. This year teachers have before school duties to increase visibility. Assistant Principals have also intentionally arranged their hall duty to increase visibility in "hot spots" and to decrease congregation. Processes put in place to reduce violent incidents are the requirement of ID badges, consistent attendance, and tardy policy, Assistant Principal always monitoring a camera, increased officer visibility in hallways, and ensuring classroom procedures that decrease a student's time in the hallway.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Associate Principal, Assistant Principal, Principal |
| **Strategy 2 Details** |
| **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. We will increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc). We will particpate in PBIS initiatives.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Associate Principal and Assistant Principals |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will offer campus incentives to encourage consistent daily attendance.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%.<br>**Staff Responsible for Monitoring:** Campus Secretary and Principal |

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: Teachers will receive job targeted professional development based on identified needs.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will receive professional development through our campus coaching model as well as our campus PD series led by teachers centered around student discourse.<br>**Strategy's Expected Result/Impact:** The expected impact of the professional development is that students are highly engaged in their learning, and become academically stronger due to the intention of the instruction, and a students social emotional needs are being recognized and met.<br>**Staff Responsible for Monitoring:** Director of Instruction, AAS, CIC, APs, Associate Principal, HSSET, Principal |

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:** Activity sign-in sheets/records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Improving Social Media Presence: We will increase our campus Facebook presence as this is the primary social media platform community members use.<br>**Strategy's Expected Result/Impact:** Parents will be more informed and increase their partnerships with our campus.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Improving Social Media Presence: We will keep our campus website current by showcasing campus achievements and events consistently.<br>**Strategy's Expected Result/Impact:** Parents will stay informed and also participate more in their child's campus experiences.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** Improving Parent and Community Engagement: We will strengthen our community-wide free events like the Parking Lot Party and Glow with the Lobos<br>**Strategy's Expected Result/Impact:** Parents will join their students in participating at campus events.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 4 Details** |
| **Strategy 4:** Improving Parent and Community Engagement: We will have a monthly newsletter that goes out.<br>**Strategy's Expected Result/Impact:** Increase awareness of all aspects of the campus and the events that are avaiable for parent participation.<br>**Staff Responsible for Monitoring:** Director of Instruction, Principal, Associate, Lead Counselor |

# Cypress-Fairbanks Independent School District

# Alternative Learning Center-E

# 2025-2026

# 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/EOC Algebra I, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: high-quality first-time instruction<br><br>Strategy: ALC - East has formulated a core planning team of teachers to identify the needs of teachers and students in an effort to reinforce and align high-quality first-time instruction.<br>**Strategy's Expected Result/Impact:** Increase student engagement alongside vertical and horizontal alignment with teachers.<br>**Staff Responsible for Monitoring:** Director of Instruction and Core Planning Team |

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 |
|---|
| **Strategy 1:** Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.<br>Code of Conduct talks held within first 2 weeks of school and in spring semester.<br>Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.<br>**Strategy's Expected Result/Impact:** The staff will be able to employ more restorative discipline practices to equip students with coping and problem solving strategies.<br><br>Tracking of Tipline reports<br>Increase student awareness and decrease discipline referrals in all areas.<br>Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc.<br>**Staff Responsible for Monitoring:** Assistant Principals |
| **Strategy 2 Details** |
| **Strategy 2:** All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** A safe learning environment conducive to learning.<br><br>Complete and successful participation in all drills.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 |
| --- |
| **Strategy 1:** We will work to increase teacher/paraprofessional attendance by implementing positive incentives for perfect attendance at smaller intervals.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

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 |
| --- |
| **Strategy 1:** Parent and Family Engagement: By the end of the current school year, every student will have a parent/guardian attend orientation upon student registration.<br>**Strategy's Expected Result/Impact:** Parents will be informed of campus processes<br>**Staff Responsible for Monitoring:** Principal |

# Cypress-Fairbanks Independent School District

## Alternative Learning Center-W

## 2025-2026



# 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/EOC Algebra I, English I/II, and US History

| Strategy 1 Details |
|---|
| **Strategy 1:** RLA: Teachers will deepen their understanding and application of differentiated instruction and planning for small group instruction time to close learning gaps so that all students will experience academic growth.<br>**Strategy's Expected Result/Impact:** Students will improve/maintain a grade average of at least 75% upon their return to home campus.<br>**Staff Responsible for Monitoring:** Reading/ELA Teachers, Content Coaches, Content Appraiser |
| **Strategy 2 Details** |
| **Strategy 2:** Math: Teachers will maximize small group instruction and schedule pull-outs to minimize existing gaps and increase student achievement.<br>**Strategy's Expected Result/Impact:** Students will improve/maintain a grade average of at least 75% upon their return to home campus.<br>**Staff Responsible for Monitoring:** Math Teachers, Content Coaches, Content Appraiser |
| **Strategy 3 Details** |
| **Strategy 3:** Science: Teachers will meet or exceed the 40% of instructional time required for laboratory investigations (i.e. experiential learning).<br>**Strategy's Expected Result/Impact:** Students will improve/maintain a grade average of at least 75% upon their return to home campus.<br>**Staff Responsible for Monitoring:** Science Teachers, Content Coaches, Content Appraiser |
| **Strategy 4 Details** |
| **Strategy 4:** Social Studies: Teachers will develop and use a variety of activities and presentation modes to expand vocabulary, critical thinking, and the students' ability to verbally articulate their thinking (i.e. Socratic seminars, content circles, talk moves,etc.).<br>**Strategy's Expected Result/Impact:** Student will be able to effectively use appropriate terminology, describe cause and effect, and draw conclusions and support those conclusions with appropriate examples.<br>**Staff Responsible for Monitoring:** Social Studies Teachers, Content Coaches, Content Appraiser |

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 |
|---|
| **Strategy 1:** Model and support a positive classroom environment by implementing PBIS strategies aligned to the ALC-West PBIS matrix.<br>**Strategy's Expected Result/Impact:** PBIS data digs should yield an overall decrease in the number of student actions resulting in a removal from class (DMC and/or Suspension).<br>**Staff Responsible for Monitoring:** Assistant Principals<br>Teachers<br>Project Safety Coordinator<br>Counselors |

| Strategy 2 Details |
|---|
| **Strategy 2:** Campus Safety: Safety drills will be performed according to district standards and expectations.<br><br>All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** To create a safe learning environment conducive to teaching and learning.<br><br>Complete and successful participation in all drills.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals |

| Strategy 3 Details |
|---|
| **Strategy 3:** Middle School: Incorporate action based learning strategies and equipment intended to increase students' attention and meet their developmental needs.<br>**Strategy's Expected Result/Impact:** Overall decrease in the percentage of middle school, disciplinary infractions.<br>**Staff Responsible for Monitoring:** Teachers<br>Principal |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will deepen their understanding of how to re-teach and hold students accountable to PBIS points and PBIS expectations for language.<br>**Strategy's Expected Result/Impact:** Overall decrease in the number of student infractions for inappropriate language with a peer and/or adult.<br>**Staff Responsible for Monitoring:** Assistant Principals |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.<br>**Strategy's Expected Result/Impact:** Maintaining this level of attendance will decrease the numbers of days a student is off of their home campus and minimize the opportunity for learning gaps to manifest.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |
| **Strategy 4 Details** |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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

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

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: Provide positive reinforcement when teachers are present the entire 9 weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by (1%)<br>**Staff Responsible for Monitoring:** Principal |

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 Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

**Evaluation Data Sources:** Parent participation numbers, parent surveys

| Strategy 1 Details |
| --- |
| **Strategy 1:** Multiple modes of communication will be utilized to engage parents at the beginning of a student's placement at ALC-West including but not limited to a required in-person orientation, providing campus information documents, and campus Administration being available for questions.<br>**Strategy's Expected Result/Impact:** Connect with parents and begin to establish a supportive relationship from the start of placement.<br>**Staff Responsible for Monitoring:** Administration |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Parent Teacher Conference Day will be utilized by virtual meetings options and phone calls as teachers meet with parents to discuss the student performance, attendance, behavior, and individual learning needs.<br>**Strategy's Expected Result/Impact:** Contribute to higher student success, stronger relationships, and more consistent home-school collaboration.<br>**Staff Responsible for Monitoring:** Administration |

# Cypress-Fairbanks Independent School District

# Brautigam Center

# 2025-2026

# 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 EOC English, Algebra, Biology, and US History results
district assessments and campus unit exams

| Strategy 1 Details |
|---|
| **Strategy 1:** Instructional Focus: Strengthen first time instruction and student engagement.<br><br>Strategy: Teachers will start with the end goal in mind to collaboratively develop lessons that include high expectations and relevance.<br>**Strategy's Expected Result/Impact:** Meet or exceed EOC goals.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction |

| Strategy 2 Details |
|---|
| **Strategy 2:** Instructional Focus: Strengthen first time instruction and student engagement.<br><br>Strategy: Teachers will use a variety of strategies to encourage critical thinking by making real world connections.<br>**Strategy's Expected Result/Impact:** Meet or exceed EOC goals.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction |

| Strategy 3 Details |
|---|
| **Strategy 3:** Instructional Focus: Strengthen first time instruction and student engagement.<br><br>Strategy: The administrative team will implement instructional classroom visits focusing on engagement strategies and personalized feedback.<br>**Strategy's Expected Result/Impact:** Meet or exceed EOC goals.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction |

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

**Evaluation Data Sources:** Internal CTE Certificate Data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students in CTE courses will be tracked throughout the year to determine if they are on track to earn a workforce industry certification.<br>**Strategy's Expected Result/Impact:** The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>CTE Teachers |

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

**Evaluation Data Sources:** Internal On-Track to Graduate Data

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus leadership will carefully monitor students' grades and attendance each grading period to ensure students receive credit for their current courses.<br>**Strategy's Expected Result/Impact:** The percentage of students graduating in four years or less will increase by at least 1%.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Academic Coordinator<br>Math Interventionist<br>Reading Interventionist<br>Counselors |

| Strategy 2 Details |
|---|
| **Strategy 2:** Dropout prevention specialist will track, meet with students and collaborate with families regarding attendance, grades and progress towards graduation.<br>**Strategy's Expected Result/Impact:** The percentage of students graduating in four years or less will increase by at least 1%.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Dropout Prevention Specialist Counselor |

| Strategy 3 Details |
|---|
| **Strategy 3:** Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.<br>**Strategy's Expected Result/Impact:** Improved graduation rate<br>**Staff Responsible for Monitoring:** Principal |

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:** Records of safety drills and other required safety procedures: Clear Backpacks, CFPD Canine, Student ID's, ID Blitz, Project Safety Lessons, Electronic Sign IN/OUT

| Strategy 1 Details |
|---|
| **Strategy 1:** Campus Safety: All staff members of LBC will actively supervise students in classrooms, hallways, and the Student Union to maintain a safe environment for all students.<br>**Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented.<br>**Staff Responsible for Monitoring:** Assistant Principal<br>Principal<br>Director of Instruction<br>All Brautigam Center Staff<br>Academic Coordinator |

| Strategy 2 Details |
|---|
| **Strategy 2:** Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br><br>All Brautigam staff and students will participate in the safety drills (fire, shelter, secure, lockdown, crisis, evacuation, metal detector) throughout the year to learn campus expectations in preparation for an actual emergency/crisis.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Assistant Principal<br>Staff with drill assignments |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Dropout Prevention Specialist will work with families of students with attendance concerns.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Assistant Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance, excused and unexcused absences.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal |

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 judgement of teachers and administrators and on a range of behavior management techniques, including restorative practices.

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent Incidents will be 0%.<br>**Staff Responsible for Monitoring:** Assistant Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Behavior Management: Staff will create supportive classroom environments with clear expectations and utilize Concern Notices which will be reviewed and addressed by the leadership team. Students will participate in Bringing Out the Best lessons.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Assistant Principal<br>Director of Instruction<br>Principal<br>Academic Coordinator<br>Teachers |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
| --- |
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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/non-teaching professional attendance will increase by 1%.

**Evaluation Data Sources:** Teacher/Non-Teaching Professional Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We provide teachers and paraprofessionals with support needed to do their jobs effectively through frequent campus communication of expectations, professional development opportunities, and mentors for new staff members.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principal |

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: Teachers will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning, walk-throughs, lesson plans, utilization of staff development opportunities

| Strategy 1 Details |
| --- |
| **Strategy 1:** High-Quality Professional Development: Teachers will participate in professional development activities that align with their CF-TESS goals through book studies, Quantum Learning and/or Witsby.<br>**Strategy's Expected Result/Impact:** Teachers will implement strategies to increase student engagement.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principal |

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 |
|---|
| **Strategy 1:** Improving Social Media Presence: Improve our social media presence for families and students.<br>**Strategy's Expected Result/Impact:** Showcase the various experiences that occur at the Brautigam Center for parents, students and the community.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principal |

| Strategy 2 Details |
|---|
| **Strategy 2:** Improving Parent and Community Engagement: Increase frequency of parent communications sent via email and text.<br>**Strategy's Expected Result/Impact:** Parents will be informed of important upcoming events and dates.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction |

# Cypress-Fairbanks Independent School District

# Carlton Center

# 2025-2026



# 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- Alt 2 test/EOC Algebra I, English I/II, and US History

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Science<br><br>Strategy: Students will participate in science group/lab activities to address individual deficiencies.<br>**Strategy's Expected Result/Impact:** Increase meets or exceeds on STAAR results.<br>**Staff Responsible for Monitoring:** All Staff |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Social Studies<br><br>Strategy: Students will participate in community based instruction allowing real world opportunities for learning.<br>**Strategy's Expected Result/Impact:** Increase, meets, or exceeds on STAAR ALT II/EOC assessment<br>**Staff Responsible for Monitoring:** All Staff |

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.

**Performance Objective 2:** 100% of students participating in their first year of the specialized vocational training of Commercial Foods Service will obtain a Texas Food Handler certificate.

**Evaluation Data Sources:** Records of Texas Food Handler certificates earned

| Strategy 1 Details |
| --- |
| **Strategy 1:** Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas.<br>**Strategy's Expected Result/Impact:** By the end of the current school year, at least 100% of first year students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service.<br>**Staff Responsible for Monitoring:** VITAL Team Leader<br>Instructional Specialist<br>Commercial Foods Teacher |

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.

**Performance Objective 3:** 80% of students participating in 18+ campus-based transition programming will master their IEP Goals linked to their post-secondary Employment goal.

**Evaluation Data Sources:** IEP Mastery Data for 18+ Employment goals

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will learn to use a visual task schedule to perform vocational tasks in a group setting.<br>**Strategy's Expected Result/Impact:** 80% of students will be able to use a tool (i.e. visual task schedule, instructional video models) to increase their ability to independently perform vocational tasks with a group as may be required in adult day habilitation settings.<br>**Staff Responsible for Monitoring:** 18+ Campus-based VITAL Team Leader<br>18+ LIFE Skills Teachers |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Students will learn to use a visual task schedule to perform vocational tasks in a group setting.<br>**Strategy's Expected Result/Impact:** 70% of students will be able to use a tool (i.e. visual task schedule, instructional video models) to increase their ability to independently perform vocational tasks with a group as may be required in adult day habilitation settings.<br>**Staff Responsible for Monitoring:** 18+ Campus-based VITAL Team Leader<br>18+ LIFE Skills Teachers |

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.

**Performance Objective 4:** 70% of students participating in the first year of the specialized BMP vocational programming will gain proficiency in at least 5 vocational tasks related to office/craft/woodworking.

**Evaluation Data Sources:** Progress on targeted job-specific core tasks in BMP

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will utilize a visual checklist to perform core tasks for targeted office related skills and crafting.<br>**Strategy's Expected Result/Impact:** 70% of students will be able to demonstrate five basic core tasks to enhance office related skills and proper use of tools for office/ crafting/wood<br>**Staff Responsible for Monitoring:** Business Media Production (BMP) Staff |

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.

**Performance Objective 5:** 80% of students participating in the second year of the specialized BMP vocational programming will gain proficiency in at least eight vocational tasks related to office/craft/woodworking.

**Evaluation Data Sources:** parent feedback
teacher observation

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will utilize a visual checklist to perform core tasks for targeted office related skills and crafting.<br>**Strategy's Expected Result/Impact:** 80% of students will be able to demonstrate eight basic core tasks to enhance office related skills and proper use of tools for office/ crafting/wood<br>**Staff Responsible for Monitoring:** Business Media Production (BMP) Staff |

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.

**Performance Objective 6:** 70% of V.I.T.A.L students who are in their last year of eligibility or on track to exit the program with a post-secondary goal of employability and/or attending a college program, will complete 2 applications/interviews.

**Evaluation Data Sources:** Teacher tracking
Online platform tracking
Home/School Communication

| Strategy 1 Details |
| --- |
| **Strategy 1:** Staff will bridge communication gaps between school/home/home campus by facilitating Zoom sessions, phone calls, after school sessions to facilitate planning engagement.<br>**Strategy's Expected Result/Impact:** Student preparedness for post-secondary college & career readiness<br>**Staff Responsible for Monitoring:** V.I.T.A.L. teachers<br>Director<br>Instructional Specialist |

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 |
|---|
| **Strategy 1:** Campus Safety: Staff members will teach, model, and assist students with special needs to implement safety procedures and crises plans.<br>**Strategy's Expected Result/Impact:** Safe, secure and healthy learning environment will be maintained; Student engagement will be maximized<br>**Staff Responsible for Monitoring:** Director<br>Assistant Principal<br>Instructional Specialist<br>Behavioral Support Specialist<br>Staff |

| Strategy 2 Details |
|---|
| **Strategy 2:** Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be completed by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Director, Assistant Principal, Instructional Specialist<br>Behavioral Support Specialist<br>L.I.F.E. Skills Teachers |

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 |
| --- |
| **Strategy 1:** Implement a school-wide multi-tiered framework to address patterns of non-attendance, excused and unexcused absences.<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialist<br>L.I.F.E. Skill Teachers |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 10% from the previous school year.

**Evaluation Data Sources:** Campus AESOP Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will work to increase Teacher/Paraprofessional attendance by implementing positive incentives for perfect attendance per grading period.<br>**Strategy's Expected Result/Impact:** A positive school culture will promote greater attendance rates<br>**Staff Responsible for Monitoring:** Director<br>Instructional Specialist<br>Department Chairperson/Team Leaders;<br>Campus Secretary |

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:** CFPGS Course Credit Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Staff development will be provided regarding effective instructional/behavioral strategies for students who require significant supports in our full day life skill classes. Teacher Team Leader meetings will be held monthly.<br>**Strategy's Expected Result/Impact:** Teachers will be better equipped to meet the needs of students with disabilities to increase their engagement in lessons and behavioral outcomes.<br>**Staff Responsible for Monitoring:** Director<br>Assistant Principal<br>Instructional Specialist<br>Classroom Teachers<br>Behavioral Specialist<br>Department Chairperson/Team Leaders |

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 10%.

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Family Engagement:<br>1. Parents are communicated with daily by receiving student daily reports.<br>2. Fall Open House<br>3. Fall & Spring Craft Show<br>4. Fall & Spring Parent Training Nights<br>5. Phone calls home by case managers to update parents on student progress<br>6. School Messenger/Newsletters<br>7. Create greater social media presence<br>**Strategy's Expected Result/Impact:** Increased parental/guardian involvement<br>**Staff Responsible for Monitoring:** All Staff |

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 2:** Social Media: The campus will create a new social media handle to share student success and campus activities.

**Evaluation Data Sources:** Online social media

| Strategy 1 Details |
| --- |
| **Strategy 1:** The campus will create a new social media handle and post at least 3 times a month highlighting student achievement and success.<br>**Strategy's Expected Result/Impact:** The community will be aware of events and school will be marketed in positive light.<br>**Staff Responsible for Monitoring:** Director<br>Team leaders |

# Cypress-Fairbanks Independent School District

# Carpenter Center

# 2025-2026

# 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.

**High Priority**

**Evaluation Data Sources:** STAAR, District Performance Measures, Common Assessments, Reading logs, IEP data

| Strategy 1 Details |
| --- |
| **Strategy 1:** Instructional Focus: Students' reading stamina and academic and social vocabulary<br><br>Strategy: We will use student interest inventories to select reading materials aligned with personal experiences, hobbies, and social-emotional learning themes<br>**Strategy's Expected Result/Impact:** Increase individual reading stamina and build both academic and social vocabulary<br>**Staff Responsible for Monitoring:** Special Education Teachers, Administrators |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Instructional Focus: Math<br><br>Strategy: We will use diagnostic data to group students by skill deficit and learning pace.<br>**Strategy's Expected Result/Impact:** Increase math engagement and stamina by closing learning gaps<br>**Staff Responsible for Monitoring:** Special Education Teacher, Administrators |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Instructional Focus: Math<br><br>Strategy: We will embed hands-on manipulatives, visuals, and scaffolded problem-solving steps to strengthen conceptual understanding.<br>**Strategy's Expected Result/Impact:** Increased student capacity through concrete reinforcement of taught skills and closing learning gaps.<br>**Staff Responsible for Monitoring:** Special Education Teacher, Administration |

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:** District and Campus developed Safety reports

| Strategy 1 Details |
|---|
| **Strategy 1:** Student Discipline: Staff members will implement the Behavior Management System to encourage self-management and appropriate discipline in all classes.<br>Review discipline referrals each grading period to determine trends in behaviors.<br>Code of Conduct talks held within first 2 weeks of school and in spring semester.<br>**Strategy's Expected Result/Impact:** Increase student awareness and decrease discipline referrals in all areas.<br>**Staff Responsible for Monitoring:** AP, All staff members |

| Strategy 2 Details |
|---|
| **Strategy 2:** Campus Safety: Staff members will secure all classrooms to prevent outside interruptions. The staff will structure a safe environment through the use of escorting and monitoring students from class to class.<br><br>All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Conduct Weekly Exterior Door Sweeps.<br>**Strategy's Expected Result/Impact:** All students will be able to learn in a safe environment.<br><br>Complete and successful participation in all drills.<br>**Staff Responsible for Monitoring:** Principal, AP, All staff members |

| Strategy 3 Details |
|---|
| **Strategy 3:** The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system.<br>**Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br>**Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal |

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 |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Violent incidents will be 0%<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 2 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>**Staff Responsible for Monitoring:** Principal |

| Strategy 3 Details |
|---|
| **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.<br>**Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee |

| Strategy 4 Details |
|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course.<br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) |

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 10% from the previous school year.

**Evaluation Data Sources:** Attendance Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Staff Quality, Recruitment, and Retention: Carpenter Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.<br>**Strategy's Expected Result/Impact:** Teacher/Paraprofessional attendance will increase by 10% from the previous school year.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 2 Details** |
| **Strategy 2:** Creating campus-wide activities for staff that foster relationship building and mental/emotional support.<br>**Strategy's Expected Result/Impact:** We will retain staff and decrease staff absenteeism.<br>**Staff Responsible for Monitoring:** Principal |
| **Strategy 3 Details** |
| **Strategy 3:** The Carpenter Center will recruit male mentors to work with our most at-risk students.<br>**Strategy's Expected Result/Impact:** Recruit male mentors through various organizations and companies. and build time on campus for students and mentors to positively interact.<br>**Staff Responsible for Monitoring:** Director |

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** Our campus will build the capacity of our students with accepting change, so we can have substitutes to support learning when teachers are absent.<br>**Strategy's Expected Result/Impact:** 100% of teachers will receive job targeted professional development based on identified needs.<br>**Staff Responsible for Monitoring:** Principal |

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 |
| --- |
| **Strategy 1:** Improving Social Media Presence: Recognize and celebrate family involvement by highlighting parent participation in newsletters and social media to reinforce partnerships and belonging<br>**Strategy's Expected Result/Impact:** Increased parent/ guardian participation in school sponsored events<br>**Staff Responsible for Monitoring:** Administrators, all staff |

| Strategy 2 Details |
| --- |
| **Strategy 2:** Improving Parent and Community Engagement: Increase social media presence and engagement by posting on Facebook and Instagram at least twice a week. Update campus website with newsletter once a month.<br>**Strategy's Expected Result/Impact:** Increase communication with all stakeholders, which will increase parent/guardian and other stakeholders campus engagement.<br>**Staff Responsible for Monitoring:** Principal |

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

Facilities & Construction Department
11430 Perry Road, Houston, TX 77064

Jesse Clayburn
Assistant Superintendent, Facilities & Construction

**TO:** Dr. Douglas Killian
The Board of Trustees

**FROM:** Jesse Clayburn

**DATE:** December 1, 2025

**RE:** **2025 ARTIFICIAL TURF REPLACEMENT AT CY CREEK, CY RIDGE HS & PRIDGEON STADIUM**
**CONSTRUCTION CONTRACT AWARD RECOMMENDATION**

The Houston Texas Football Club has donated two artificial turf football fields, that were previously used at NRG stadium, to CFISD to be utilized at our high school competition football fields at Cy Ridge HS and Cy Creek HS. The fields are being donated at no cost, however, the installation of the fields and modifications to the existing fields to meet the current CFISD standards will be paid by the district utilizing bond funds. The savings to the district for the donated fields is $195,038.00 at Cy Ridge HS and $187,453.00.00 at Cy Creek HS.

Additionally, the artificial turf field at Pridgeon stadium, installed in 2016, has reached the end of its useful life and needs to be replaced. This project also includes the replacement of the field at Pridgeon and all modifications needed to meet our current standard.

The Facilities and Construction Department recommends awarding this contract for $2,653,142.00 to Hellas Construction, Inc. This work will be procured through the Sourcewell Purchasing Cooperative.

Hellas Construction, Inc., is an Austin, Texas based contractor that has successfully executed projects for many school districts in the Texas Gulf Coast area, including Cypress-Fairbanks Independent School District.

If you should have any questions, please do not hesitate to call.

cc: Amy Hayes
Jason Baezner

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Darin Crawford**
**Assistant Superintendent for Support Services**

**From:** **James Briscoe**
**Director of Procurement Services**

**Date:** **October 20, 2025**

**Re:** **Automotive Fuels**
**Annual Contract #26-01-5515R-RFP**

The following proposals were received and opened at 10:00 a.m., Wednesday, October 8, 2025, as advertised and specified in documents concerning **Annual Contract #26-01-5515R-RFP Automotive Fuels.** The proposals received and the final evaluation summary are located on pages 2-7.

[a] Primary Vendor Award
[b] Secondary Vendor Award
[c] Tertiary Vendor Award
[d] Line For Reference Use Only

**Recommendation:**
**AmeriGas**
**Ferrell Gas**
**Green's Blue Flame Gas Company, Inc.**
**Petroleum Traders Corporation**
**Mansfield Oil Company**
**Sun Coast Resources, Inc.**

**Estimated Expenditure:** **$8,700,000.00**

**Contract Term:** **January 1, 2026 - December 31, 2026**

**Renewal:** **4 Years**

td

Line 1 Unleaded Regular Grade Gasoline (approximately 800,000 gallons annually). List cents per gallon price

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| **Petroleum Traders Corporation** | 1 | Gallon | **-$0.1022** [a] |
| **Mansfield Oil Company (Mansfield Oil Company of Gainesville, Inc)** | 1 | Gallon | **-$0.0918** [b] |
| Tartan Oil LLC | 1 | Gallon | -$0.088 |
| **Sun Coast Resources, Inc.** | 1 | Gallon | **-$0.039** [c] |
| Senergy Petroleum LLC | 1 | Gallon | -$0.0298 |
| Gresham Petroleum Company | 1 | Gallon | -$0.0196 |
| Gold Star Petroleum | 1 | Gallon | $0.0053 |
| Pinnacle Petroleum, Inc. | 1 | Gallon | $0.0298 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Gallon | $0.03 |
| Moffitt Services (Moffitt Holdings, LLC) | 1 | Gallon | $2.0826 |
| RED WHITE & BLUE FUELS LLC | 1 | Gallon | $2.4005 |

Line 2 Number (#) 2 Ultra Low Sulfur Diesel Fuel (approximately 600,000 gallons annually). List cents per gallon

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| **Petroleum Traders Corporation** | 1 | Gallon | **-$0.0672** [a] |
| **Mansfield Oil Company (Mansfield Oil Company of Gainesville, Inc)** | 1 | Gallon | **-$0.0458** [b] |
| Tartan Oil LLC | 1 | Gallon | -$0.0455 |
| **Sun Coast Resources, Inc.** | 1 | Gallon | **-$0.03** [c] |
| Gresham Petroleum Company | 1 | Gallon | -$0.0097 |
| Gold Star Petroleum | 1 | Gallon | $0.0103 |
| Pinnacle Petroleum, Inc. | 1 | Gallon | $0.0194 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Gallon | $0.03 |
| Senergy Petroleum LLC | 1 | Gallon | $0.0311 |
| Moffitt Services (Moffitt Holdings, LLC) | 1 | Gallon | $2.4234 |
| RED WHITE & BLUE FUELS LLC | 1 | Gallon | $2.8321 |

[d] Line 3 Delivery fee PER LOAD of Gasoline, Diesel or mixed load.

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| Gold Star Petroleum | 1 | Fee | $0.00 |
| Sun Coast Resources, Inc. | 1 | Fee | $0.00 |
| Pinnacle Petroleum, Inc. | 1 | Fee | $0.00 |
| Gresham Petroleum Company | 1 | Fee | $0.00 |
| Moffitt Services (Moffitt Holdings, LLC) | 1 | Fee | $0.00 |
| Mansfield Oil Company (Mansfield Oil Company of Gainesville, Inc) | 1 | Fee | $0.0325 |
| Petroleum Traders Corporation | 1 | Fee | $0.0401 |
| Tartan Oil LLC | 1 | Fee | $0.0434 |
| [ALT1] Tartan Oil LLC | 1 | Fee | $0.0537 |
| Senergy Petroleum LLC | 1 | Fee | $50.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Fee | $255.00 |
| RED WHITE & BLUE FUELS LLC | 1 | Fee | $300.00 |

[d] Line 4 Additional costs or fees (excluding government mandated fees). All costs in addition to government

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| Senergy Petroleum LLC | 1 | Cost/Fe | $0.00 |
| Sun Coast Resources, Inc. | 1 | Cost/Fe | $0.00 |
| Pinnacle Petroleum, Inc. | 1 | Cost/Fe | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Cost/Fe | $0.00 |
| Tartan Oil LLC | 1 | Cost/Fe | $0.00 |
| Moffitt Services (Moffitt Holdings, LLC) | 1 | Cost/Fe | $0.0385 |
| RED WHITE & BLUE FUELS LLC | 1 | Cost/Fe | $0.0398 |
| Gresham Petroleum Company | 1 | Cost/Fe | $75.00 |
| Mansfield Oil Company (Mansfield Oil Company of Gainesville, Inc) | 1 | Cost/Fe | $95.00 |
| [ALT1] Mansfield Oil Company (Mansfield Oil Company of Gainesville, Inc) | 1 | Cost/Fe | $95.00 |
| Petroleum Traders Corporation | 1 | Cost/Fe | $100.00 |
| Gold Star Petroleum | 1 | Cost/Fe | $100.00 |

Line 5 DIESEL EXHAUST FLUID

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| Tartan Oil LLC | 1 | Gallon | $0.84 |
| **Mansfield Oil Company (Mansfield Oil Company of Gainesville, Inc)** | 1 | Gallon | **$1.61** [b] |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Gallon | $1.6915 |
| RED WHITE & BLUE FUELS LLC | 1 | Gallon | $1.95 |
| Pinnacle Petroleum, Inc. | 1 | Gallon | $2.1056 |
| **Sun Coast Resources, Inc.** | 1 | Gallon | **$2.49** [c] |
| Moffitt Services (Moffitt Holdings, LLC) | 1 | Gallon | $2.69 |
| Senergy Petroleum LLC | 1 | Gallon | $2.70 |
| **Petroleum Traders Corporation** | 1 | Gallon | **$2.70** [a] |

Line 6 Propane (approximately 100,000 gallons annually). List cents per gallon price (numeric) as the line item

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| **Ferrellgas** | 1 | Gallon | **$0.25** [b] |
| **AmeriGas** | 1 | Gallon | **$0.287** [a] |
| Gold Star Petroleum | 1 | Gallon | $0.95 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Gallon | $0.9525 |
| **Green's Blue Flame Gas Company, Inc.** | 1 | Gallon | **$1.0923** [c] |

Line 7 Propane (approximately 100,000 gallons annually). List cents per gallon price (numeric) as the line item

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| **Ferrellgas** | 1 | Gallon | **$0.09** [b] |
| **AmeriGas** | 1 | Gallon | **$0.154** [a] |
| Gold Star Petroleum | 1 | Gallon | $0.70 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Gallon | $0.7525 |
| **Green's Blue Flame Gas Company, Inc.** | 1 | Gallon | **$0.9423** [c] |

[d] Line 8 Additional costs or fees (excluding government mandated fees). All costs in addition to government

| Supplier | QTY | UOM | Price |
|---|---|---|---|
| Tartan Oil LLC | 1 | Cost/Fe | $0.00 |
| Pinnacle Petroleum, Inc. | 1 | Cost/Fe | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Cost/Fe | $0.00 |
| Green's Blue Flame Gas Company, Inc. | 1 | Cost/Fe | $0.00 |
| AmeriGas | 1 | Cost/Fe | $0.00 |
| Gold Star Petroleum | 1 | Cost/Fe | $100.00 |
| RED WHITE & BLUE FUELS LLC | 1 | Cost/Fe | $150.00 |

# Appendix

Explanation of notation "d"

Lines 3, 4, and 8 are associated fees. These lines were used to help evaluate the correlating lines in the Petroleum and Propane sections and are not awarded individually.

## 26-01-5515R-RFP Automotive Fuels

## (Petroleum)

### TEAM SCORE SUMMARY

| Company/Vendor Name | Evaluator 1 | Evaluator 2 | Evaluator 3 | Average Score | Ranking |
|---|---|---|---|---|---|
| Atlantic Petroleum | 56.60 | 57.60 | 69.60 | 61.27 | 11.00 |
| Gold Star Petroleum | 70.20 | 67.20 | 63.20 | 66.87 | 6.00 |
| Gresham Petroleum | 70.80 | 61.30 | 63.80 | 65.30 | 9.00 |
| Mansfield Oil Company | 86.90 | 71.50 | 68.40 | 75.60 | 2.00 |
| Moffitt Services | 67.80 | 67.00 | 62.30 | 65.70 | 8.00 |
| Petroleum Traders Corporation | 92.70 | 77.60 | 92.40 | 87.57 | 1.00 |
| Pinnacle Petroleum, Inc | 70.20 | 60.70 | 77.20 | 69.37 | 4.00 |
| Red White & Blue Fuels, Inc | 67.20 | 64.20 | 60.20 | 63.87 | 10.00 |
| Senergy Petroleum | 69.60 | 66.60 | 69.60 | 68.60 | 5.00 |
| Sun Coast Resources | 73.00 | 71.50 | 78.00 | 74.17 | 3.00 |
| Tartan Oil, LLC | 71.40 | 61.90 | 64.40 | 65.90 | 7.00 |

## 26-01-5515R-RFP Automotive Fuels

## (DEF)

### TEAM SCORE SUMMARY

| Company/Vendor Name | Evaluator 1 | Evaluator 2 | Evaluator 3 | Average Score | Ranking |
|---|---|---|---|---|---|
| Atlantic Petroleum | 57.80 | 58.80 | 70.80 | 62.47 | 9.00 |
| Mansfield Oil Company | 86.90 | 71.50 | 68.40 | 75.60 | 2.00 |
| Moffitt Services | 67.80 | 67.00 | 62.30 | 65.70 | 8.00 |
| Petroleum Traders Corporation | 89.70 | 74.60 | 89.40 | 84.57 | 1.00 |
| Pinnacle Petroleum, Inc | 69.60 | 60.10 | 76.60 | 68.77 | 4.00 |
| Red White & Blue Fuels, Inc | 70.20 | 67.20 | 63.20 | 66.87 | 5.00 |
| Senergy Petroleum | 67.80 | 64.80 | 67.80 | 66.80 | 6.00 |
| Sun Coast Resources | 70.00 | 68.50 | 75.00 | 71.17 | 3.00 |
| Tartan Oil, LLC | 72.00 | 62.50 | 65.00 | 66.50 | 7.00 |

# 26-01-5515R-RFP Automotive Fuels

# (Propane)

## TEAM SCORE SUMMARY

| Company/Vendor Name | Evaluator 1 | Evaluator 2 | Evaluator 3 | Average Score | Ranking |
|---|---|---|---|---|---|
| AmeriGas | 92.90 | 77.60 | 92.90 | 87.80 | 1.00 |
| Atlantic Petroleum | 56.60 | 57.60 | 69.60 | 61.27 | 5.00 |
| Ferrelgas | 91.50 | 69.00 | 75.00 | 78.50 | 2.00 |
| Gold Star Petroleum | 70.20 | 67.20 | 63.20 | 66.87 | 4.00 |
| Green's Blue Flame Gas Company | 71.40 | 68.40 | 64.40 | 68.07 | 3.00 |

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

*Robert Williams, Assistant, Director of Transportation*

# Memo:

**To:** James Biscoe*, Director of Procurement Services*

**From:** Robert Williams, Assistant Director of Transportation

**Subject:** *Contract 26-01-5515R-RFP Award Recommendation – Fuels*

**Date:** *10/29/2025*

Following a thorough evaluation of proposals submitted for Contract 26-01-5515R-RFP, we recommend awarding contracts to the following vendors who achieved a score of 70% or higher on the Evaluation Matrix. These vendors demonstrated the capacity to deliver best value to the district in terms of pricing, reliability, and service quality.

**Contract Term:**
The contract will be valid for one (1) year until December 31, 2026, and will renew automatically for four (4) additional one-year terms until December 31, 2030, unless either party provides a written notice of non-renewal at least thirty (30) days in advance. Upon mutual agreement, proposed prices can be extended beyond the firm price offer date on a month-to-month basis for up to 6 months.

**Awarded Vendors by Fuel Type:**

| Fuel Type | 1st | 2nd | 3rd |
|---|---|---|---|
| **Petroleum (Diesel & Unleaded)** | Petroleum Traders Corporation | Mansfield Oil Company | Sun Coast Resources |
| **DEF (Diesel Exhaust Fluid)** | Petroleum Traders Corporation | Mansfield Oil Company | Sun Coast Resources |
| **Propane** | AmeriGas | Ferrell Gas | Green's Blue Flame Gas Company |

Maintaining multiple vendors ensures supply continuity in the event of fuel disruptions and allows for ongoing price comparisons to optimize district expenditures.

Should you have any questions or require further details regarding this recommendation, please feel free to contact us.

Sincerely,
Robert Williams

Assistant Director of Transportation Cypress-Fairbanks ISD

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Darin Crawford**
**Assistant Superintendent for Support Services**

**From:** **James Briscoe**
**Director of Procurement Services**

**Date:** **October 20, 2025**

**Re:** **Automotive Lubricants**
**Annual Contract #26-01-5530R-RFP**

The following proposals were received and opened at 10:00 a.m., Wednesday, October 8, 2025, as advertised and specified in documents concerning **Annual Contract #26-01-5530R-RFP Automotive Lubricants.** The proposals received and the final evaluation summary are located on pages 2-7.

[a] Primary Vendor Award
[b] Secondary Vendor Award
[c] Tertiary Vendor Award

| | |
|---|---|
| **Recommendation:** | **A-Line Auto Parts**<br>**Blender Direct**<br>**3L USA** |
| **Estimated Expenditure:** | **$120,000.00** |
| **Contract Term:** | **January 1, 2026 - December 31, 2026** |
| **Renewal:** | **4 Years** |

td

**Line 1 MOTOR OIL (15W40:Heavy Duty)**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Blender Direct** | 10000 | Gallons | **$5.99** [b] |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 10000 | Gallons | **$7.02** [a] |
| PetroChoice LLC | 10000 | Gallons | $7.05 |
| Sun Coast Resources, Inc. | 10000 | Gallons | $7.45 |
| Clean Harbors Environmental Services | 10000 | Gallons | $7.65 |
| Midtex Oil, L.P. | 10000 | Gallons | $8.15 |
| **3L USA (3L USA LLC)** | 10000 | Gallons | **$8.25** [c] |
| Brenntag Lubricants, LLC | 10000 | Gallons | $8.84 |
| Senergy Petroleum LLC | 10000 | Gallons | $9.72 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 10000 | Gallons | $10.45 |
| [ALT1] Senergy Petroleum LLC | 10000 | Gallons | $10.72 |
| Innovative Aspects LLC (IA Coatings) | 10000 | Gallons | $11.45 |

**Line 2 MOTOR OIL, DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 3 OIL ANALYSIS KITS, (each in lots of 10 or more) Motor Oil and Oil Analysis Kits to be awarded to same vendor.**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| PetroChoice LLC | 100 | Kits | $0.00 |
| Brenntag Lubricants, LLC | 100 | Kits | $0.00 |
| **3L USA (3L USA LLC)** | 100 | Kits | **$0.00** [c] |
| **Blender Direct** | 100 | Kits | **$0.00** [b] |
| Midtex Oil, L.P. | 100 | Kits | $0.00 |
| Sun Coast Resources, Inc. | 100 | Kits | $12.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 100 | Kits | **$13.20** [a] |
| Senergy Petroleum LLC | 100 | Kits | $15.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 100 | Kits | $25.00 |
| Clean Harbors Environmental Services | 100 | Kits | $25.00 |

**Line 4 TRANSMISSION FLUID - HEAVY DUTY**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Blender Direct** | 5000 | Gallons | **$8.00** [b] |
| Innovative Aspects LLC (IA Coatings) | 5000 | Gallons | $14.70 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 5000 | Gallons | $18.50 |
| PetroChoice LLC | 5000 | Gallons | $24.49 |
| [ALT1] Senergy Petroleum LLC | 5000 | Gallons | $25.14 |
| **3L USA (3L USA LLC)** | 5000 | Gallons | **$25.95** [c] |
| Clean Harbors Environmental Services | 5000 | Gallons | $29.75 |
| Senergy Petroleum LLC | 5000 | Gallons | $30.76 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 5000 | Gallons | **$31.57** [a] |
| Brenntag Lubricants, LLC | 5000 | Gallons | $31.74 |
| Midtex Oil, L.P. | 5000 | Gallons | $32.95 |
| Sun Coast Resources, Inc. | 5000 | Gallons | $39.66 |

**Line 5 TRANSMISSION FLUID - HEAVY DUTY, DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 6 TRANSMISSION FLUID - LIGHT DUTY**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Blender Direct** | 3000 | Gallons | **$7.12** [b] |
| Clean Harbors Environmental Services | 3000 | Gallons | $11.30 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 3000 | Gallons | **$11.40** [a] |
| Brenntag Lubricants, LLC | 3000 | Gallons | $13.71 |
| **3L USA (3L USA LLC)** | 3000 | Gallons | **$13.95** [c] |
| Innovative Aspects LLC (IA Coatings) | 3000 | Gallons | $14.10 |
| Sun Coast Resources, Inc. | 3000 | Gallons | $17.05 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 3000 | Gallons | $18.75 |
| Senergy Petroleum LLC | 3000 | Gallons | $19.53 |
| PetroChoice LLC | 3000 | Gallons | $23.20 |
| Midtex Oil, L.P. | 3000 | Gallons | $25.44 |

**Line 7 TRANSMISSION FLUID - LIGHT DUTY, DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 8 FUEL CONDITIONER**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Senergy Petroleum LLC | 442 | Gallon | $32.05 |
| **3L USA (3L USA LLC)** | 442 | Gallon | **$34.95** [b] |
| Midtex Oil, L.P. | 442 | Gallon | $45.95 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 442 | Gallon | $50.25 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 442 | Gallon | **$128.00** [a] |
| Sun Coast Resources, Inc. | 442 | Gallon | $146.42 |

**Line 9 FUEL CONDITIONER, DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [b] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 10 CHASSIS GREASE**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Blender Direct** | 1600 | Pounds | **$2.30** [b] |
| PetroChoice LLC | 1600 | Pounds | $2.57 |
| **3L USA (3L USA LLC)** | 1600 | Pounds | **$4.18** [c] |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1600 | Pounds | **$4.33** [a] |
| Senergy Petroleum LLC | 1600 | Pounds | $4.459 |
| Clean Harbors Environmental Services | 1600 | Pounds | $4.86 |
| Sun Coast Resources, Inc. | 1600 | Pounds | $5.11 |
| Midtex Oil, L.P. | 1600 | Pounds | $5.23 |
| Brenntag Lubricants, LLC | 1600 | Pounds | $5.90 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1600 | Pounds | $7.085 |

**Line 11 CHASSIS GREASE, DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 12 GEAR OIL (Mobil 1 synthetic gear lube 75W140)**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Innovative Aspects LLC (IA Coatings) | 1800 | Pounds | $1.91 |
| **3L USA (3L USA LLC)** | 1800 | Pounds | **$2.03** [c] |
| **Blender Direct** | 1800 | Pounds | **$2.30** [b] |
| Clean Harbors Environmental Services | 1800 | Pounds | $2.86 |
| Brenntag Lubricants, LLC | 1800 | Pounds | $3.16 |
| Sun Coast Resources, Inc. | 1800 | Pounds | $3.39 |
| PetroChoice LLC | 1800 | Pounds | $4.16 |
| Senergy Petroleum LLC | 1800 | Pounds | $6.099 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1800 | Pounds | **$6.63** [a] |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1800 | Pounds | $7.285 |
| Midtex Oil, L.P. | 1800 | Pounds | $59.49 |
| [ALT1] Midtex Oil, L.P. | 1800 | Gallon | $59.49 |

**Line 13 GEAR OIL, DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 14 API AN-RC/ILSAC GF-5.**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Blender Direct** | 200 | Gallons | **$7.50** [b] |
| PetroChoice LLC | 200 | Gallons | $8.40 |
| Clean Harbors Environmental Services | 200 | Gallons | $8.65 |
| **3L USA (3L USA LLC)** | 200 | Gallons | **$8.70** [c] |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 200 | Gallons | **$8.71** [a] |
| Brenntag Lubricants, LLC | 200 | Gallons | $10.64 |
| Sun Coast Resources, Inc. | 200 | Gallons | $11.01 |
| Senergy Petroleum LLC | 200 | Gallons | $11.11 |
| Midtex Oil, L.P. | 200 | Gallons | $11.95 |
| [ALT1] Midtex Oil, L.P. | 200 | Gallons | $11.95 |
| Innovative Aspects LLC (IA Coatings) | 200 | Gallons | $12.32 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 200 | Gallons | $12.95 |

**Line 15 Duty), DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 16 Ford - MOTOR OIL (Light Duty) - Full Synthetic, 55 Gallon Drums, 5W20 ILSAC GF-5.**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| PetroChoice LLC | 165 | Gallons | $7.47 |
| **Blender Direct** | 165 | Gallons | **$7.50** [b] |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 165 | Gallons | **$8.60** [a] |
| Clean Harbors Environmental Services | 165 | Gallons | $8.65 |
| **3L USA (3L USA LLC)** | 165 | Gallons | **$8.70** [c] |
| Brenntag Lubricants, LLC | 165 | **Gallons** | $10.39 |
| Sun Coast Resources, Inc. | 165 | Gallons | $11.00 |
| Innovative Aspects LLC (IA Coatings) | 165 | Gallons | $11.92 |
| Midtex Oil, L.P. | 165 | Gallons | $11.95 |
| [ALT1] Midtex Oil, L.P. | 165 | Gallons | $11.95 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 165 | Gallons | $14.95 |
| Senergy Petroleum LLC | 165 | Gallons | $18.32 |

**Line 17 Ford - MOTOR OIL (Light Duty), 5W20 IPI ILSAC GF-5. MOTOR OIL (Light Duty), DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

**Line 18 Ford - MOTOR OIL (Light Duty) - Full Synthetic, 55 Gallon Drums, 0W20 ILSAC GF-5.**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| PetroChoice LLC | 165 | Gallons | $6.93 |
| **Blender Direct** | 165 | Gallons | **$7.50** [b] |
| Clean Harbors Environmental Services | 165 | Gallons | $8.65 |
| **3L USA (3L USA LLC)** | 165 | Gallons | **$8.70** [c] |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 165 | Gallons | **$8.72** [a] |
| Brenntag Lubricants, LLC | 165 | Gallons | $10.64 |
| Senergy Petroleum LLC | 165 | Gallons | $11.56 |
| Innovative Aspects LLC (IA Coatings) | 165 | Gallons | $11.95 |
| Midtex Oil, L.P. | 165 | Gallons | $11.95 |
| [ALT1] Midtex Oil, L.P. | 165 | Gallons | $11.95 |
| Sun Coast Resources, Inc. | 165 | Gallons | $12.57 |
| [ALT1] ATLANTIC PETROLEUM (Atlantic Petroleum) | 165 | Gallons | $16.05 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 165 | Gallons | $16.25 |

**Line 19 Ford - MOTOR OIL (Light Duty), 0W20 IPI ILSAC GF-5. MOTOR OIL (Light Duty), DRUM DEPOSIT**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Brenntag Lubricants, LLC | 1 | Drum | $0.00 |
| Senergy Petroleum LLC | 1 | Drum | $0.00 |
| Clean Harbors Environmental Services | 1 | Drum | $0.00 |
| **A-Line Auto Parts (Arnold Oil Company of Austin, LP)** | 1 | Drum | **$0.00** [a] |
| **3L USA (3L USA LLC)** | 1 | Drum | **$0.00** [c] |
| Sun Coast Resources, Inc. | 1 | Drum | $0.00 |
| **Blender Direct** | 1 | Drum | **$0.00** [b] |
| Midtex Oil, L.P. | 1 | Drum | $0.00 |
| ATLANTIC PETROLEUM (Atlantic Petroleum) | 1 | Drum | $20.00 |

## 26-01-5530R-RFP Automotive Lubricants

### TEAM SCORE SUMMARY

| Company/Vendor Name | Evaluator 1 | Evaluator 2 | Evaluator 3 | Average Score | Ranking |
|---|---|---|---|---|---|
| 3L USA | 86.90 | 74.00 | 71.40 | 77.43 | 3.00 |
| A-Line Auto Parts | 89.70 | 72.80 | 91.20 | 84.57 | 1.00 |
| Atlantic Petroleum | 52.60 | 52.20 | 59.60 | 54.80 | 11.00 |
| Blender Direct | 97.40 | 74.50 | 75.00 | 82.30 | 2.00 |
| Brenntag Lubricants, LLC | 87.00 | 70.80 | 45.00 | 67.60 | 6.00 |
| Clean Harbors Environmental Services | 74.80 | 70.80 | 70.80 | 72.13 | 5.00 |
| Innovative Aspects, LLC | 65.00 | 61.40 | 52.00 | 59.47 | 10.00 |
| Midtex Oil, LP | 68.20 | 67.40 | 60.20 | 65.27 | 8.00 |
| PetroChoice, LLC | 65.60 | 64.00 | 62.60 | 64.07 | 9.00 |
| Senergy Petroleum | 66.80 | 62.20 | 67.80 | 65.60 | 7.00 |
| Sun Coast Resources, Inc. | 76.40 | 67.50 | 75.40 | 73.10 | 4.00 |

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

*Robert Williams, Assistant, Director of Transportation*

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# Memo:

**To:** James Biscoe*, Director of Procurement Services*

**From:** Robert Williams, Assistant Director of Transportation

**Subject:** *Contract 26-01-5530R-RFP Award Recommendation – Lubricants*

**Date:** *10/29/2025*

Following a thorough evaluation of proposals submitted for Contract 26-01-5530R-RFP, we recommend awarding contracts to the following vendors who achieved a score of 70% or higher on the Evaluation Matrix. These vendors demonstrated the capacity to deliver best value to the district in terms of pricing, reliability, and service quality.

**Contract Term:**
The contract will be valid for one (1) year until December 31, 2026, and will renew automatically for four (4) additional one-year terms until December 31, 2030, unless either party provides a written notice of non-renewal at least thirty (30) days in advance. Upon mutual agreement, proposed prices can be extended beyond the firm price offer date on a month-to-month basis for up to 6 months.

**Awarded Lubricant Vendors**

- **1st Vendor: A-Line Auto Parts**
- **2nd Vendor: Blender Direct**
- **3rd Vendor: 3L USA**

Maintaining multiple vendors ensures supply continuity in the event of disruptions and allows for ongoing price comparisons to optimize district expenditures.

Should you have any questions or require further details regarding this recommendation, please feel free to contact us.

Sincerely,
Robert Williams

Assistant Director of Transportation Cypress-Fairbanks ISD

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Charles Franklin**
**Assistant Superintendent of Technology and Information Services**

**From:** **Kim Bowlin**
**Assistant Director of Technology Support Services**

**Date:** **December 15, 2025**

**Re:** **CFISD Cybersecurity Quote**
**Contract ID: 24-07-1030**

| Item | Description | Qty | Birch Cline Cybersecurity | Birch Cline Cybersecurity Alt. (Virtual Support) | Castor Security | CDW-G | Computer Solutions | CyberOne LLC. | GTS Technology Solutions | Insight Public Sector, Inc. | MGT Impact Solutions LLC. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Total Projected Expenditure** | | $ 6,155,374.50 | $ 6,116,312.50 | $ 10,343,067.80 | $ 7,797,887.83 | $ 5,113,306.00 | $ 5,232,386.68 | $ 6,499,984.15 | $ 7,050,521.01 | $ 11,006,034.00 |
| | **Total Points Awarded** | | 55 | 55 | 48 | 49 | 79 | 94 | 84 | 55 | 58 |
| **Item 1** | **Total Cost for Hardware and Shipping** | 1 | $ 130,200.00 | $ 130,200.00 | $ - | $ - | $ 720.00 | $ - | $ - | $ 59,260.53 | $ - |
| **Item 2** | **Total Cost for Implementation (Hardware and Software)** | 1 | $ 22,775.00 | $ 22,775.00 | $ 103,994.00 | $ 846,648.58 | $ - | $ - | $ - | $ 320,949.99 | $ - |
| **Item 3** | **Total Cost for License Solutions (years 1 & 2)** | 1 | $ 2,404,867.00 | $ 2,385,335.00 | $ 4,095,629.52 | $ 6,951,239.25 | $ 2,045,034.40 | $ 2,024,227.87 | $ 2,599,993.66 | $ 2,770,320.00 | $ 4,249,434.00 |
| **Item 4** | **Total Cost for License Solutions (years 3, 4 & 5)** | 1 | $ 3,597,532.50 | $ 3,578,002.50 | $ 6,143,444.28 | No Bid | $ 3,067,551.60 | $ 3,208,158.81 | $ 3,899,990.49 | $ 3,899,990.49 | $ 6,756,600.00 |

* **CyberOne, LLC. is a contracted vendor on the DIR (Department of Information Resources) Purchasing Cooperative Contract No. DIR-CPO-5122. The District invited vendors on cooperative contracts for Cybersecurity products to submit proposals for hardware, maintenance, virtual subscriptions, and professional installation services. Eight (8) cooperative quotes were submitted for this bid.**

**Recommendation:** **CyberOne LLC.**

**Estimated Expenditure:** **$5,232,386.68**

**Contract Term:**

| | |
|---|---|
| **December 16, 2025 – December 15, 2027** | Year One & Two |
| December 16, 2027 – December 15, 2028 | Renewal Year 1 |
| December 16, 2028 – December 15, 2029 | Renewal Year 2 |
| December 16, 2029 – December 15, 2030 | Renewal Year 3 |

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CFISD Cybersecurity Quote

| Description | Qty | Birch Cline Cybersecurity | Birch Cline Cybersecurity Alt. (Virtual Support) | Castor Security | [a] | CDW-G | Computer Solutions | CyberOne LLC. | [a] | GTS Technology Solutions | Insight Public Sector, Inc. | MGT Impact Solutions LLC. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cooperative Contract Used for Quote** | | **DIR-CPO-4860** | **DIR-CPO-4860** | **Omnia R240303** | | **Sourcewell 121923** | **TIPS 250106** | **DIR-CPO-5122** | | **DIR-CPO-4920** | **Equalis R10-1173C** | **TIPS 230105** |
| Hardware (if needed for solution) | 1 | $130,200.00 | $130,200.00 | $0.00 | | $0.00 | $0.00 | $0.00 | | $0.00 | $59,260.53 | $0.00 |
| Shipping | 1 | $0.00 | $0.00 | $0.00 | | $0.00 | $720.00 | $0.00 | | $0.00 | $0.00 | $0.00 |
| **Total for Hardware and Shipping** | | **$130,200.00** | **$130,200.00** | **$0.00** | | **$0.00** | **$720.00** | **$0.00** | | **$0.00** | **$59,260.53** | **$0.00** |
| **Hardware and Software Implementation (one time expense)** | | | | | | | | | | | | |
| One Hour Offsite Consulting | 24 | $4,200.00 | $4,200.00 | $99,869.00 | | $835,315.58 | $0.00 | $0.00 | | $0.00 | $139,200.00 | $0.00 |
| One Hour Offsite Project Management | 33 | $5,775.00 | $5,775.00 | $4,125.00 | | | $0.00 | $0.00 | | $0.00 | $57,999.99 | $0.00 |
| One Hour Offsite Consulting | 48 | $10,800.00 | $10,800.00 | $0.00 | | $11,333.00 | $0.00 | $0.00 | | $0.00 | $87,000.00 | $0.00 |
| Fixed Travel and Expenses (as allowed by district policy and Texas law) | 2 | $2,000.00 | $2,000.00 | $0.00 | | | $0.00 | $0.00 | | $0.00 | $36,750.00 | $0.00 |
| **Total for Hardware and Software Implementation** | | **$22,775.00** | **$22,775.00** | **$103,994.00** | | **$846,648.58** | **$0.00** | **$0.00** | | **$0.00** | **$320,949.99** | **$0.00** |
| | | | | | | | | | | | | |
| **Two Year Costs** | 1 | | | | | | | | | | | |
| Cybersecurity Management and Detection and Responses (MDR) | 1 | $1,632,100.00 | $1,632,100.00 | $1,730,428.00 | | $3,573,434.29 | $1,487,172.00 | $1,061,960.00 | [a] | $1,752,596.46 | $2,770,320.00 | $1,106,700.00 |
| Extended Detection and Response (XDR) | 1 | $97,735.00 | $97,735.00 | $0.00 | | $1,030,470.00 | $557,862.40 | $102,600.00 | [a] | $0.00 | $0.00 | $0.00 |
| Security Information and Event Management (SIEM) | 1 | $0.00 | $0.00 | $1,450,800.00 | | $2,333,613.36 | $0.00 | $633,567.20 | [a] | $847,397.20 | $0.00 | $0.00 |
| Security Orchestration, Automation, and Response (SOAR) | 1 | $0.00 | $0.00 | $153,111.52 | | $0.00 | $0.00 | $0.00 | | $0.00 | $0.00 | $2,902,734.00 |
| Vulnerability Management | | $655,500.00 | $655,500.00 | $494,320.00 | | $13,721.60 | $0.00 | $111,556.00 | | $0.00 | $0.00 | $240,000.00 |
| Enterprise Support Renewal | | $19,532.00 | $0.00 | $266,970.00 | | | $0.00 | $114,544.67 | | $0.00 | $0.00 | $0.00 |
| **Total for Two Year License Solution** | | $2,404,867.00 | $2,385,335.00 | $4,095,629.52 | | $6,951,239.25 | $2,045,034.40 | $2,024,227.87 | | $2,599,993.66 | $2,770,320.00 | $4,249,434.00 |
| **Total for Two Year License Solution, hardware with shipping and implementation** | | **$2,557,842.00** | **$2,538,310.00** | **$4,199,623.52** | | **$7,797,887.83** | **$2,045,754.40** | **$2,024,227.87** | | **$2,599,993.66** | **$3,150,530.52** | **$4,249,434.00** |
| **Price Points for Two Year License Solution, hardware with shipping and implementation (lowest cost vendor / vendor's cost *30 max points)** | | **23.74** | **23.92** | **14.46** | | **7.79** | **29.68** | **30.00** | | **23.36** | **19.28** | **14.29** |
| Three Year Costs | | | | | | | | | | | | |
| Cybersecurity Management and Detection and Responses (MDR) | 1 | $2,448,150.00 | $2,448,150.00 | $2,595,642.00 | [a] | No Bid | $2,230,758.00 | $1,592,940.00 | [a] | $2,628,894.69 | $4,155,480.00 | $1,759,653.00 |
| Extended Detection and Response (XDR) | 1 | $146,602.50 | $146,602.50 | $0.00 | [a] | No Bid | $836,793.60 | $153,900.00 | [a] | $0.00 | $0.00 | $0.00 |
| Security Information and Event Management (SIEM) | 1 | $0.00 | $0.00 | $2,176,200.00 | | No Bid | $0.00 | $950,350.80 | [a] | $1,271,095.80 | $0.00 | $0.00 |
| Security Orchestration, Automation, and Response (SOAR) | 1 | $0.00 | $0.00 | $229,667.28 | | No Bid | $0.00 | $0.00 | | $0.00 | $0.00 | $4,615,347.00 |
| Vulnerability Management | 1 | $983,250.00 | $983,250.00 | $741,480.00 | | No Bid | $0.00 | $167,334.00 | [a] | $0.00 | $0.00 | $381,600.00 |
| Enterprise Support Renewal | 1 | $19,530.00 | | $400,455.00 | | No Bid | $0.00 | $343,634.01 | | $0.00 | $0.00 | $0.00 |
| **Total for Three Year License Solution** | 1 | $3,597,532.50 | $3,578,002.50 | $6,143,444.28 | | No Bid | $3,067,551.60 | $3,208,158.81 | | $3,899,990.49 | $4,155,480.00 | $6,756,600.00 |
| **Long Term Price Points for Three Year License Solution, hardware with shipping and implementation (lowest cost vendor / vendor's cost *5 max points)** | 1 | 4.26 | 4.29 | 2.50 | | 0.00 | 5.00 | 4.78 | | 3.93 | 3.69 | 2.27 |

**Cypress-Fairbanks**
**Independent School District**

## CFISD Cybersecurity Quote #TS-10-KB0001
## VENDOR QUOTE SCORING AND RANKING MATRIX

The following scores reflect averaged and weighted points awarded to vendors based on the evaluation of each criteria.

**Criteria 1:** Purchase Price of goods and services
**Criteria 2:** Reputation of the vendor and the vendor's goods and services
**Criteria 3:** Quality of vendor's goods or services
**Criteria 4:** Extent to which the goods and services meet the District's needs
**Criteria 5:** Vendor's past relationship with the District
**Criteria 6:** Total long-term cost to the District to acquire the vendor's goods or services
**Criteria 7:** For a contract that is not for goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, where the vendor or vendor's ultimate parent company of majority owner: (A) has its principle place of business in this state; or (B) employs at least 500 persons in this state (0%)
**Criteria 8:** Any other relevant factor specifically listed in the request for quote

| Criteria | | Scores (averaged and weighted) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Birch Cline Cyber Security | Birch Cline Cyber Security Alt. | Castor Security | CDW-G | Computer Solutions | CyberOne Security | GTS Technology Solutions | Insight Public Sector, Inc. | MGT Impact Solutions LLC. |
| **Total Awarded Score** | | **55** | **55** | **48** | **49** | **79** | **94** | **84** | **55** | **58** |
| **Criteria 1:** | Purchase Price of Goods and Services | 23.7 | 23.9 | 14.5 | 7.8 | 29.7 | 30.0 | 23.4 | 19.3 | 14.3 |
| **Criteria 2:** | Reputation | 11.0 | 11.0 | 14.4 | 13.6 | 15.5 | 18.6 | 18.9 | 10.6 | 14.8 |
| **Criteria 3:** | Quality | 9.5 | 9.5 | 12.8 | 15.9 | 15.6 | 21.5 | 20.4 | 12.8 | 16.4 |
| **Criteria 4:** | Meet District needs | 6.7 | 6.7 | 4.0 | 12.0 | 13.0 | 19.0 | 17.7 | 9.1 | 10.1 |
| **Criteria 5:** | Past relationship with District | | | | | | | | | |
| **Criteria 6:** | Long-term cost | 4.26 | 4.29 | 2.50 | 0.00 | 5.00 | 4.78 | 3.93 | 3.69 | 2.27 |
| **Criteria 7:** | Principle place/employees in TX | | | | | | | | | |
| **Criteria 8:** | Other relevant factors | | | | | | | | | |

| Ranking (1 being highest to 7 being lowest) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **5** | **5** | **6** | **7** |
| CyberOne Security | GTS Technology Solutions | Computer Solutions | MGT Impact Solutions LLC. | Birch Cline Cyber Security | Birch Cline Cyber Security Alt. | Insight Public Sector, Inc. | CDW-G | Castor Security |
| **94** | **84** | **79** | **58** | **55** | **55** | **55** | **49** | **48** |
| 30.0 | 23.4 | 29.7 | 14.3 | 23.7 | 23.9 | 19.3 | 7.8 | 14.5 |
| 18.6 | 18.9 | 15.5 | 14.8 | 11.0 | 11.0 | 10.6 | 13.6 | 14.4 |
| 21.5 | 20.4 | 15.6 | 16.4 | 9.5 | 9.5 | 12.8 | 15.9 | 12.8 |
| 19.0 | 17.7 | 13.0 | 10.1 | 6.7 | 6.7 | 9.1 | 12.0 | 4.0 |
| | | | | | | | | |
| 4.78 | 3.93 | 5.00 | 2.27 | 4.26 | 4.29 | 3.69 | 0.00 | 2.50 |
| | | | | | | | | |
| | | | | | | | | |

Each vendor had three evaluators. Evaluators used standard scoring sheets. Scores were recorded for each vendor. Scores from the three evaluators were averaged. Purchase Points were calculated based on the hardware, installation, and two-year solution costs. The formula used was the lowest vendor's proposal/vendor's proposal * 30 (maximum number of points). Long-term price points were calculated based on the three-year solution cost. The formula used was the lowest vendor's proposal price / vendor's proposal price * 5 (maximum number of long-term price points). The committee's recommendation is to award to CyberOne Security.

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

*Kimberly Bowlin, Assistant Director of Technology Support Services*

December 15, 2025

To: Charles Franklin, Assistant Superintendent of Technology and Information Services

After a comprehensive evaluation of multiple Cybersecurity platforms, the evaluation committee recommends adopting the solution provided by the vendor, CyberOne LLC. The solution will enhance the district's cybersecurity posture by adopting a next-generation endpoint protection platform that aligns with strategic goals for threat prevention, detection, and response.

In today's evolving threat landscape, traditional tools are insufficient against sophisticated attacks. The recommended solution offers a modern approach to endpoint security, delivering autonomous threat mitigation and real-time visibility across the enterprise.

Key benefits of the solution are:

- **Autonomous Threat Response**: Able to detect and neutralize threats without manual intervention, reducing dwell time and operational overhead.
- **Scalable Architecture**: Cloud-native design ensures seamless deployment across diverse environments, from on-premises to hybrid and remote endpoints.
- **Operational Efficiency**: Streamlines security operations through centralized management, reducing complexity and accelerating incident resolution.
- **Compliance Alignment**: Supports regulatory mandates through robust logging, reporting, and forensic capabilities.

Additionally**,** the solution minimizes exposure to ransomware, fileless attacks, and insider threats through proactive defense mechanisms. Its agent ensures minimal impact on system performance while maintaining continuous protection.

The committee recommends the cybersecurity protection platform. Due to the sensitive nature of its capabilities and strategic role, public disclosure of the solution name and technical details should be restricted to authorized personnel only.

Sincerely,

Kim Bowlin
Kim Bowlin
Assistant Director, Technology Support Services
Cypress-Fairbanks ISD

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Charles Franklin**
**Assistant Superintendent of Technology and Information Services**

**From:** **Kim Bowlin**
**Assistant Director of Technology Support Services**

**Date:** **December 15, 2025**

**Re:** **CFISD Data Dashboard Quote**
**Contract ID: 25-07-1063**

| Item | Description | Qty | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. |
|---|---|---|---|---|---|---|---|
| | **Total Projected Expenditure** | | $ 3,992,300.00 | $ 5,779,475.94 | $ 3,012,550.00 | $ 4,188,000.00 | $ 5,025,057.77 |
| | **Total Points Awarded** | | 54 | 35 | 86 | 37 | 51 |
| **Item 1** | **Total Cost for 6 Month Setup, 5 Years Data Dashboard Solution, Installation, Configuration, Testing, Documentation, Training and Support** | 1 | $ 3,992,300.00 | $ 5,779,475.94 | $ 1,872,550.00 | $ 4,188,000.00 | $ 5,025,057.77 |
| **Item 4** | **District Cost to build Data Environment and additional service hours for support (added to create equivalent solution costs)** | | | | $ 1,140,000.00 | | |

*

EdGraph is a contracted vendor on the TIPS (The Interlocal Purchasing System) Purchasing Cooperative Contract No. 230504. The District invited vendors on cooperative contracts for Data Dashboard products to submit proposals for Data Dashboard Solutions, professional installation services, and training. Five (5) cooperative quotes were submitted for this bid.

**Recommendation:** **EdGraph**

**Estimated Expenditure:** **$3,012,550.00**

**Contract Term:** **December 16, 2025 – June 30, 2026** 6 Month Set-Up, Implementation and Training (YR 1)
**July 1, 2030 – June 30, 2034** 4 Year Contract (YR 2 - 5)

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**BAFO Price Sheet**
**CFISD Data Dashboard Quote**

| Data Dashboard Solution Pricing | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Qty** | **License and Subscription Period** | **Description** | **Abre Unit Price** | **Abre Extended** | **DataDesign Solutions Holdings, LLC. Unit Price** | **Data Design Solutions Holdings, LLC. Extended Price** | **EdGraph Unit Price** | **EdGraph Extended Price** | **InfoDat International Inc. Unit Price** | **InfoDat International Inc. Extended Price** | **PowerSchool Group LLC. Unit Price** | **PowerSchool Group LLC. Extended Price** |
| 1 | December 16, 2025 - June 30, 2026 | Data Dashboard Solution | $7.56 | $434,700.00 | $575,000.00 | $575,000.00 | $100,050.00 | $100,050.00 | $864,000.00 | $864,000.00 | $456,186.81 | $456,186.81 |
| 1 | July 1, 2026 - June 30, 2027 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,207,500.00 | $1,207,500.00 | $311,500.00 | $311,500.00 | $1,728,000.00 | $1,728,000.00 | $1,009,237.89 | $1,009,237.89 |
| 1 | July 1, 2027 - June 30, 2028 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,267,875.00 | $1,267,875.00 | $311,500.00 | $311,500.00 | $768,000.00 | $768,000.00 | $1,059,699.78 | $1,059,699.78 |
| 1 | July 1, 2028 - June 30, 2029 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,331,268.75 | $1,331,268.75 | $311,500.00 | $311,500.00 | $192,000.00 | $192,000.00 | $1,112,684.77 | $1,112,684.77 |
| 1 | July 1, 2029 - June 30, 2030 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,397,832.19 | $1,397,832.19 | $311,500.00 | $311,500.00 | $192,000.00 | $192,000.00 | $1,168,319.02 | $1,168,319.02 |
| 1 | Implementation | Installation, Configuration, Testing, Documentation | $0.00 | $40,000.00 | $0.00 | $0.00 | $508,500.00 | $508,500.00 | $108,000.00 | $108,000.00 | $218,929.50 | $218,929.50 |
| 1 | Training | 40 hours of Training for Technical Support Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $18,000.00 | $18,000.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training | 40 hours of Training for Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training Videos | 5 Years of Access to Training videos for all users | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Support | Five years of Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $192,000.00 | $192,000.00 | $0.00 | $0.00 |
| | | **Total Cost of all Software, Installation, Training and Support** | **Totals** | **$3,992,300.00** | **Totals** | **$5,779,475.94** | **Totals** | **$1,872,550.00** | **Totals** | **$4,188,000.00** | **Totals** | **$5,025,057.77** |
| | | **Cost for Year One** | | **$514,700.00** | | **$575,000.00** | | **$626,550.00** | | **$1,116,000.00** | | **$675,116.31** |
| | Optional Items | | | 2 | | 5 | | 1 | | 3 | | 4 |
| | Assessment Solution including Item Bank | | $5.50 | $632,500.00 | | | | | | | | |
| | SMS Premium Communication Package | | | $10,000.00 | | | | | | | | |

**CFISD Data Dashboard Quote**

**Data Dashboard Solution Pricing**

| Qty | License and Subscription Period | Description | Abre Unit Price | Abre Extended | DataDesign Solutions Holdings, LLC. Unit Price | Data Design Solutions Holdings, LLC. Extended Price | EdGraph Unit Price | EdGraph Extended Price | InfoDat International Inc. Unit Price | InfoDat International Inc. Extended Price | PowerSchool Group LLC. Unit Price | PowerSchool Group LLC. Extended Price |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | December 16, 2025 - June 30, 2026 | Data Dashboard Solution | $7.56 | $434,700.00 | $575,000.00 | $575,000.00 | $115,000.00 | $115,000.00 | $864,000.00 | $864,000.00 | $456,186.81 | $456,186.81 |
| 1 | July 1, 2026 - June 30, 2027 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,207,500.00 | $1,207,500.00 | $340,250.00 | $340,250.00 | $1,728,000.00 | $1,728,000.00 | $1,009,237.89 | $1,009,237.89 |
| 1 | July 1, 2027 - June 30, 2028 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,267,875.00 | $1,267,875.00 | $340,250.00 | $340,250.00 | $768,000.00 | $768,000.00 | $1,059,699.78 | $1,059,699.78 |
| 1 | July 1, 2028 - June 30, 2029 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,331,268.75 | $1,331,268.75 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $1,112,684.77 | $1,112,684.77 |
| 1 | July 1, 2029 - June 30, 2030 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,397,832.19 | $1,397,832.19 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $1,168,319.02 | $1,168,319.02 |
| 1 | July 1, 2030 - June 30, 2031 | Data Dashboard Solution (optional year 6 renewal) | $7.56 | $869,400.00 | $1,467,723.80 | $1,467,723.80 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $0.00 | $0.00 |
| 1 | July 1, 2031 - June 30, 2032 | Data Dashboard Solution (optional year 7 renewal) | $7.56 | $869,400.00 | $1,541,109.99 | $1,541,109.99 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $0.00 | $0.00 |
| 1 | Implementation | Installation, Configuration, Testing, Documentation | $0.00 | $40,000.00 | $0.00 | $0.00 | $508,500.00 | $508,500.00 | $108,000.00 | $108,000.00 | $218,929.50 | $218,929.50 |
| 1 | Training | 40 hours of Training for Technical Support Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $18,000.00 | $18,000.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training | 40 hours of Training for Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training Videos | 5 Years of Access to Training videos for all users | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Support | Five years of Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $192,000.00 | $192,000.00 | $0.00 | $0.00 |
| 1 | Support | 6th year of support (optional) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $108,000.00 | $108,000.00 | $0.00 | $0.00 |
| 1 | Support | 7th year of support (optional) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $108,000.00 | $108,000.00 | $0.00 | $0.00 |
| | | **Total Cost of all Software, Installation, Training and Support** | **Totals** | **$5,731,100.00** | **Totals** | **$8,788,309.73** | **Totals** | **$2,683,000.00** | **Totals** | **$4,788,000.00** | **Totals** | **$5,025,057.77** |
| | | **Cost for Year One** | | **$514,700.00** | | **$575,000.00** | | **$641,500.00** | | **$1,116,000.00** | | **$675,116.31** |
| | Optional Items | | | 4 | | 5 | | 1 | | 2 | | 3 |
| | Assessment Solution including Item Bank | | $5.50 | $632,500.00 | | | | | | | | |
| | SMS Premium Communication Package | | | $10,000.00 | | | | | | | | |

**BAFO Price Points**
**CFISD Data Dashboard Quote**

**Data Dashboard Solution Pricing**

| Qty | License and Subscription Period | Description | Abre Unit Price | Abre Extended | DataDesign Solutions Holdings, LLC. Unit Price | Data Design Solutions Holdings, LLC. Extended Price | EdGraph Unit Price | EdGraph Extended Price | InfoDat International Inc. Unit Price | InfoDat International Inc. Extended Price | PowerSchool Group LLC. Unit Price | PowerSchool Group LLC. Extended Price |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | December 16, 2025 - June 30, 2026 | Data Dashboard Solution | $7.56 | $434,700.00 | $575,000.00 | $575,000.00 | $100,050.00 | $100,050.00 | $864,000.00 | $864,000.00 | $456,186.81 | $456,186.81 |
| 1 | July 1, 2026 - June 30, 2027 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,207,500.00 | $1,207,500.00 | $311,500.00 | $311,500.00 | $1,728,000.00 | $1,728,000.00 | $1,009,237.89 | $1,009,237.89 |
| 1 | July 1, 2027 - June 30, 2028 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,267,875.00 | $1,267,875.00 | $311,500.00 | $311,500.00 | $768,000.00 | $768,000.00 | $1,059,699.78 | $1,059,699.78 |
| 1 | July 1, 2028 - June 30, 2029 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,331,268.75 | $1,331,268.75 | $311,500.00 | $311,500.00 | $192,000.00 | $192,000.00 | $1,112,684.77 | $1,112,684.77 |
| 1 | July 1, 2029 - June 30, 2030 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,397,832.19 | $1,397,832.19 | $311,500.00 | $311,500.00 | $192,000.00 | $192,000.00 | $1,168,319.02 | $1,168,319.02 |
| 1 | Implementation | Installation, Configuration, Testing, Documentation | $0.00 | $40,000.00 | $0.00 | $0.00 | $508,500.00 | $508,500.00 | $108,000.00 | $108,000.00 | $218,929.50 | $218,929.50 |
| 1 | Training | 40 hours of Training for Technical Support Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $18,000.00 | $18,000.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training | 40 hours of Training for Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training Videos | 5 Years of Access to Training videos for all users | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Support | Five years of Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $192,000.00 | $192,000.00 | $0.00 | $0.00 |
| | | **Start-up Costs (Y1) and 3 Years (YR 2,3,4) Total Cost of all Software, Installation, Training and Support** | **Totals** | **$3,122,900.00** | | **$4,381,643.75** | **Totals** | **$1,561,050.00** | **Totals** | **$3,996,000.00** | **Totals** | **$3,856,738.75** |
| | | | | | | | | | | | | |
| | | **Price Points** | | **15.00** | | **10.69** | | **30.00** | | **11.72** | | **12.14** |
| | | **Last Year (YR 5)Total Cost of all Software and Support** | | **$869,400.00** | | **$1,397,832.19** | | **$1,451,500.00** | | **$192,000.00** | | **No Bid** |
| | | | | | | | | | | | | |
| | | **Long Term Cost Points** | | **0.44** | | **0.27** | | **0.26** [a] | | **2.00** | | **0.00** |
| | | **Total Costs** | | **$3,992,300.00** | | **$5,779,475.94** | | **$3,012,550.00** | | **$4,188,000.00** | | **$3,856,738.75** |
| Optional Items | | | | | | | | | | | | |
| Assessment Solution including Item Bank | | | $5.50 | $632,500.00 | | | | | | | | |
| SMS Premium Communication Package | | | | $10,000.00 | | | | | | | | |

[a] $1,140,000 was added to the long term costs for EdGraph as the district would need to create Non Production and Production Environments and use additional service hours to create the back end infrastructure. EdGraph still provides the lowest cost of ownership to the district.

Costs were calculated for the 6 months of set-up and the next 3 years. This 6-month, 3 Year cost was used for BAFO Purchase Price Points. Points were calculated as follows: lowest vendor's cost/vendor's cost * 30 (max points). Long-term costs were based on the last year of solution costs. Additionally, money was allocated to EdGraph's long-term cost for the Data Environment, which would need to be provided by CFISD. Long-term cost points were calculated as follows: lowest vendor's cost/vendor's cost *2 (max points).

**CFISD Data Dashboard Quote**

**Data Dashboard Solution Pricing**

| Qty | License and Subscription Period | Description | Abre Unit Price | Abre Extended | DataDesign Solutions Holdings, LLC. Unit Price | Data Design Solutions Holdings, LLC. Extended Price | EdGraph Unit Price | EdGraph Extended Price | InfoDat International Inc. Unit Price | InfoDat International Inc. Extended Price | PowerSchool Group LLC. Unit Price | PowerSchool Group LLC. Extended Price |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | December 16, 2025 - June 30, 2026 | Data Dashboard Solution | $7.56 | $434,700.00 | $575,000.00 | $575,000.00 | $115,000.00 | $115,000.00 | $864,000.00 | $864,000.00 | $456,186.81 | $456,186.81 |
| 1 | July 1, 2026 - June 30, 2027 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,207,500.00 | $1,207,500.00 | $340,250.00 | $340,250.00 | $1,728,000.00 | $1,728,000.00 | $1,009,237.89 | $1,009,237.89 |
| 1 | July 1, 2027 - June 30, 2028 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,267,875.00 | $1,267,875.00 | $340,250.00 | $340,250.00 | $768,000.00 | $768,000.00 | $1,059,699.78 | $1,059,699.78 |
| 1 | July 1, 2028 - June 30, 2029 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,331,268.75 | $1,331,268.75 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $1,112,684.77 | $1,112,684.77 |
| 1 | July 1, 2029 - June 30, 2030 | Data Dashboard Solution | $7.56 | $869,400.00 | $1,397,832.19 | $1,397,832.19 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $1,168,319.02 | $1,168,319.02 |
| 1 | July 1, 2030 - June 30, 2031 | Data Dashboard Solution (optional year 6 renewal) | $7.56 | $869,400.00 | $1,467,723.80 | $1,467,723.80 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $0.00 | No Bid |
| 1 | July 1, 2031 - June 30, 2032 | Data Dashboard Solution (optional year 7 renewal) | $7.56 | $869,400.00 | $1,541,109.99 | $1,541,109.99 | $340,250.00 | $340,250.00 | $192,000.00 | $192,000.00 | $0.00 | No Bid |
| 1 | Implementation | Installation, Configuration, Testing, Documentation | $0.00 | $40,000.00 | $0.00 | $0.00 | $508,500.00 | $508,500.00 | $108,000.00 | $108,000.00 | $218,929.50 | $218,929.50 |
| 1 | Training | 40 hours of Training for Technical Support Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $18,000.00 | $18,000.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training | 40 hours of Training for Staff | $0.00 | $20,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Training Videos | 5 Years of Access to Training videos for all users | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $48,000.00 | $48,000.00 | $0.00 | $0.00 |
| 1 | Support | Five years of Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $192,000.00 | $192,000.00 | $0.00 | $0.00 |
| 1 | Support | 6th year of support (optional) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $108,000.00 | $108,000.00 | $0.00 | No Bid |
| 1 | Support | 7th year of support (optional) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $108,000.00 | $108,000.00 | $0.00 | No Bid |
| | | **Five Year Total Cost of all Software, Installation, Training and Support** | **Totals** | **$3,992,300.00** | | **$5,779,475.94** | **Totals** | **$2,002,500.00** | **Totals** | **$4,188,000.00** | **Totals** | **$5,025,057.77** |
| | | **Price Points** | | **15.05** | | **10.39** | | **30.00** | | **14.34** | | **11.96** |
| | | **Optional Year 6 & 7 Total Cost of all Software and Support** | | **$1,738,800.00** | | **$3,008,833.79** | | **$1,820,500.00** | | **$600,000.00** | | **No Bid** |
| | | **Long Term Cost Points** | | **0.69** | | **0.40** | | **0.66** [a] | | **2.00** | | **0.00** |
| | | **Total Costs** | | **$5,731,100.00** | | **$8,788,309.73** | | **$3,823,000.00** | | **$4,788,000.00** | | **$5,025,057.77** |
| Optional Items | | | | | | | | | | | | |
| Assessment Solution including Item Bank | | | $5.50 | $632,500.00 | | | | | | | | |
| SMS Premium Communication Package | | | | $10,000.00 | | | | | | | | |

[a] $1,140,000 was added to the long term costs for EdGraph as the district would need to create Non Production and Production Environments and use additional service hours to create the back end infrastructure. EdGraph still provides the lowest cost of ownership to the district.

Price points were based upon five years of cost (lowest vendor's cost / vendor's cost *30). Long Term points were based upon the 6th and 7th year costs (lowest vendor's cost / vendor's cost *2).

**EDGraph**
**CFISD Data Dashboard Quote**

**Custom Development Bulk Pricing**

| Hours Range | Price Per Hour | Discount % |
|---|---|---|
| 1 - 300 | $225 | 0% |
| 301 - 450 | $200 | 11.10% |
| 451 - 600 | $175 | 22.20% |
| 601+ | $150 | 33.30% |

**Discount for Multi-Year Agreement**

| Agreement Year Term | Number of Students | Number of Students | Total Annual Cost | Discount for Up-Front Payment | Total Annual Cost for Up-Front Payment | Total Contract License Costs for Multi-Year License | Total Contract License Cost for Up-Front Payment |
|---|---|---|---|---|---|---|---|
| 3 | $1.90 | 115000 | $218,500.00 | 10.21 | $196,200.00 | $655,500.00 | $588,600.00 |
| 5 | $1.75 | 115000 | $201,250.00 | 15.00 | $171,062.50 | $1,006,250.00 | $855,312.50 |
| 7 | $1.50 | 115000 | $172,500.00 | 20.00 | $138,000.00 | $1,207,500.00 | $966,000.00 |

**One Time Costs - Billed In Year 1**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | N/A | Initial Data Integrations - Student Information Systems | $40,000.00 | $80,000.00 | |
| 13 | N/A | Initial Data Integrations - Non-SIS providers | $25,000.00 | $325,000.00 | |
| 300 | N/A | Custom Development (qty in hours)- Custom Dashboards | $225.00 | $67,500.00 | |
| 120 | N/A | Project/Product Management (qty in hours) | $225.00 | $27,000.00 | |
| 80 | N/A | Training Services (qty in hours) - - Technical Support Staff - Training Staff Access to training videos provided at no additional cost. | $225.00 | $18,000.00 | |
| | | | **Total** | **$517,500.00** | |

**Annual Costs - Year 1**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 115000 | December 16, 2025 - June 30, 2026 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $0.87 | $100,050.00 | Unit price halved to account for half-year proration. License costs are $1.75/student. |
| 40 | December 16, 2025 - June 30, 2026 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$109,050.00** | |

**Annual Costs - Year 2**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | July 1, 2026 - June 30, 2027 | Data Integration Maintenance - Student Information Systems (supporting schema changes, version changes, feature updates, etc... in source systems) | $10,000.00 | $20,000.00 | |
| 13 | July 1, 2026 - June 30, 2027 | Data Integration Maintenance - Non-SIS providers (supporting schema changes, version changes, feature updates, etc... in source systems) | $6,250.00 | $81,250.00 | |
| 115000 | July 1, 2026 - June 30, 2027 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $1.75 | $201,250.00 | |
| 40 | July 1, 2026 - June 30, 2027 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$311,500.00** | |

**Annual Costs - Year 3**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | July 1, 2027 - June 30, 2028 | Data Integration Maintenance - Student Information Systems (supporting schema changes, version changes, feature updates, etc... in source systems) | $10,000.00 | $20,000.00 | |
| 13 | July 1, 2027 - June 30, 2028 | Data Integration Maintenance - Non-SIS providers (supporting schema changes, version changes, feature updates, etc... in source systems) | $6,250.00 | $81,250.00 | |
| 115000 | July 1, 2027 - June 30, 2028 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $1.75 | $201,250.00 | |
| 40 | July 1, 2027 - June 30, 2028 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$311,500.00** | |

**Annual Costs - Year 4**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | July 1, 2028 - June 30, 2029 | Data Integration Maintenance - Student Information Systems (supporting schema changes, version changes, feature updates, etc... in source systems) | $10,000.00 | $20,000.00 | |
| 13 | July 1, 2028 - June 30, 2029 | Data Integration Maintenance - Non-SIS providers (supporting schema changes, version changes, feature updates, etc... in source systems) | $6,250.00 | $81,250.00 | |
| 115000 | July 1, 2028 - June 30, 2029 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $1.75 | $201,250.00 | |
| 40 | July 1, 2028 - June 30, 2029 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$311,500.00** | |

**Annual Costs - Year 5**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | July 1, 2029 - June 30, 2030 | Data Integration Maintenance - Student Information Systems (supporting schema changes, version changes, feature updates, etc... in source systems) | $10,000.00 | $20,000.00 | |
| 13 | July 1, 2029 - June 30, 2030 | Data Integration Maintenance - Non-SIS providers (supporting schema changes, version changes, feature updates, etc... in source systems) | $6,250.00 | $81,250.00 | |
| 115000 | July 1, 2029 - June 30, 2030 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $1.75 | $201,250.00 | |
| 40 | July 1, 2029 - June 30, 2030 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$311,500.00** | |

**Annual Costs - Optional Year 6**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | July 1, 2030 - June 30, 2031 | Data Integration Maintenance - Student Information Systems (supporting schema changes, version changes, feature updates, etc... in source systems) | $10,000.00 | $20,000.00 | |
| 13 | July 1, 2030 - June 30, 2031 | Data Integration Maintenance - Non-SIS providers (supporting schema changes, version changes, feature updates, etc... in source systems) | $6,250.00 | $81,250.00 | |
| 115000 | July 1, 2030 - June 30, 2031 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $1.75 | $201,250.00 | |
| 40 | July 1, 2030 - June 30, 2031 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$311,500.00** | |

**Annual Costs - Optional Year 7**

| Qty | License and Subscription Period | Description | Unit Price | Extended Price | Notes |
|---|---|---|---|---|---|
| 2 | July 1, 2031 - June 30, 2032 | Data Integration Maintenance - Student Information Systems (supporting schema changes, version changes, feature updates, etc... in source systems) | $10,000.00 | $20,000.00 | |
| 13 | July 1, 2031 - June 30, 2032 | Data Integration Maintenance - Non-SIS providers (supporting schema changes, version changes, feature updates, etc... in source systems) | $6,250.00 | $81,250.00 | |
| 115000 | July 1, 2031 - June 30, 2032 | EdGraph Licensing - EdGraph Analytics (qty in students) (Data Dashboard Solution) | $1.75 | $201,250.00 | |
| 40 | July 1, 2031 - June 30, 2032 | Support and Implementation Services (qty in hours) | $225.00 | $9,000.00 | |
| | | | **Total** | **$311,500.00** | |

| | Total |
|---|---|
| **Cost for Year One** | **$626,550.00** |
| **Total Cost of all Software, Installation, Training and Support** | **$1,872,550.00** |
| *(NOT including optional years 6 and 7)* | |

**Cypress-Fairbanks**
**Independent School District**

## CFISD Data Dashboard Quote
## VENDOR QUOTE SCORING AND BAFO RANKING MATRIX

The following scores reflect averaged and weighted points awarded to vendors based on the evaluation of each criteria.

**Criteria 1:** Purchase Price of goods and services
**Criteria 2:** Reputation of the vendor and the vendor's goods and services
**Criteria 3:** Quality of vendor's goods or services
**Criteria 4:** Extent to which the goods and services meet the District's needs
**Criteria 5:** Vendor's past relationship with the District
**Criteria 6:** the impact on the ability of the district to comply with laws and rules relating to historically underutilized businesses;
**Criteria 7:** Total long-term cost to the District to acquire the vendor's goods or services
**Criteria 8:** For a contract that is not for goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, where the vendor or vendor's ultimate parent company of majority owner: (A) has its principle place of business in this state; or (B) employs at least 500 persons in this state (0%)
**Criteria 9:** Any other relevant factor specifically listed in the request for quote

| Criteria | | Scores (averaged and weighted) | | | | | Ranking (1 being highest to 5 being lowest) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | EdGraph | Abre | PowerSchool Group LLC. | InfoDat International Inc. | DataDesign Solutions Holdings, LLC. |
| **Total Awarded Score** | | **54** | **35** | **86** | **37** | **51** | **86** | **54** | **51** | **37** | **35** |
| **Criteria 1:** | Purchase Price of Goods and Services | 15.0 | 10.7 | 30.0 | 11.7 | 12.1 | 30.0 | 15.0 | 12.1 | 11.7 | 10.7 |
| **Criteria 2:** | Reputation | 8.5 | 3.3 | 13.0 | 3.3 | 9.0 | 13.0 | 8.5 | 9.0 | 3.3 | 3.3 |
| **Criteria 3:** | Quality | 13.7 | 7.7 | 22.1 | 3.9 | 11.2 | 22.1 | 13.7 | 11.2 | 3.9 | 7.7 |
| **Criteria 4:** | Meet District needs | 16.3 | 13.4 | 20.1 | 13.1 | 16.9 | 20.1 | 16.3 | 16.9 | 13.1 | 13.4 |
| **Criteria 5:** | Past relationship with District | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 |
| **Criteria 6:** | Historically Underutilized Business | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 |
| **Criteria 7:** | Long-term cost | 0.4 | 0.3 | 0.3 | 2.00 | 0.00 | 0.3 | 0.4 | 0.0 | 2.00 | 0.3 |
| **Criteria 8:** | Principle place/employees in TX | | | | | | | | | | |
| **Criteria 9:** | Other relevant factors | | | | | | | | | | |

Each vendor scoring section had three or more evaluators. Evaluators used standard scoring sheets. Scores were recorded for each vendor. Scores from the evaluators were averaged. Purchase Points were calculated based on the 6-month set-up (YR 1) and three-year (YRs 2, 3, 4)solution costs. The formula used was the lowest vendor's proposal/vendor's proposal * 30 (maximum number of points). Long-term price points were calculated based on the cost for the last year (YR 5). Additionally, district costs needed to implement the EdGraph solution were added to long term costs. The formula used was the lowest vendor's proposal price / vendor's proposal price * 2 (maximum number of long-term price points). The committee's recommendation is to award to EdGraph.

**Cypress-Fairbanks**
**Independent School District**

## CFISD Data Dashboard Quote
## VENDOR QUOTE SCORING AND PRE-BAFO RANKING MATRIX

The following scores reflect averaged and weighted points awarded to vendors based on the evaluation of each criteria.

**Criteria 1:** Purchase Price of goods and services
**Criteria 2:** Reputation of the vendor and the vendor's goods and services
**Criteria 3:** Quality of vendor's goods or services
**Criteria 4:** Extent to which the goods and services meet the District's needs
**Criteria 5:** Vendor's past relationship with the District
**Criteria 6:** the impact on the ability of the district to comply with laws and rules relating to historically underutilized businesses;
**Criteria 7:** Total long-term cost to the District to acquire the vendor's goods or services
**Criteria 8:** For a contract that is not for goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, where the vendor or vendor's ultimate parent company of majority owner: (A) has its principle place of business in this state; or (B) employs at least 500 persons in this state (0%)
**Criteria 9:** Any other relevant factor specifically listed in the request for quote

| Criteria | | Scores (averaged and weighted) | | | | | Ranking (1 being highest to 5 being lowest) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | EdGraph | Abre | PowerSchool Group LLC. | InfoDat International Inc. | DataDesign Solutions Holdings, LLC. |
| **Total Awarded Score** | | **54** | **35** | **86** | **40** | **51** | **86** | **54** | **51** | **40** | **35** |
| **Criteria 1:** | Purchase Price of Goods and Services | 15.0 | 10.4 | 30.0 | 14.3 | 12.0 | 30.0 | 15.0 | 12.0 | 14.3 | 10.4 |
| **Criteria 2:** | Reputation | 8.5 | 3.3 | 13.0 | 3.3 | 9.0 | 13.0 | 8.5 | 9.0 | 3.3 | 3.3 |
| **Criteria 3:** | Quality | 13.7 | 7.7 | 22.1 | 3.9 | 11.2 | 22.1 | 13.7 | 11.2 | 3.9 | 7.7 |
| **Criteria 4:** | Meet District needs | 16.3 | 13.4 | 20.1 | 13.1 | 16.9 | 20.1 | 16.3 | 16.9 | 13.1 | 13.4 |
| **Criteria 5:** | Past relationship with District | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 |
| **Criteria 6:** | Historically Underutilized Business | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 |
| **Criteria 7:** | Long-term cost | 0.69 | 0.40 | 0.66 | 2.00 | 0.00 | 0.66 | 0.7 | 0.0 | 2.0 | 0.4 |
| **Criteria 8:** | Principle place/employees in TX | | | | | | | | | | |
| **Criteria 9:** | Other relevant factors | | | | | | | | | | |

Each vendor scoring section had three or more evaluators. Evaluators used standard scoring sheets. Scores were recorded for each vendor. Scores from the evaluators were averaged. Purchase Points were calculated based on costs from the first 5 years. The formula used was the lowest vendor's proposal/vendor's proposal * 30 (maximum number of points). Long-term price points were calculated based on the optional cost for years 6 and 7. Additionally, district costs needed to implement the EdGraph solution were added to long term costs. The formula used was the lowest vendor's proposal price / vendor's proposal price * 2 (maximum number of long-term price points). The committee's recommendation is to award to EdGraph.

CFISD Data Dashboard Quote

| Reputation Points | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. | Point Conversion | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluator 1 | 2.50 | 2.25 | 4.75 | 2.25 | 3.00 | | 7.50 | 6.75 | 14.25 | 6.75 | 9.00 |
| Evaluator 2 | 4.00 | 0.00 | 4.00 | 0.00 | 3.00 | | 12.00 | 0.00 | 12.00 | 0.00 | 9.00 |
| Evaluator 3 | 2.00 | 1.00 | 4.25 | 1.00 | 3.00 | | 6.00 | 3.00 | 12.75 | 3.00 | 9.00 |

Three evaluators were given a standard scoring evaluation sheet. Criteria scores were averaged. The highest possible raw score was 5. Raw scores were multiplied by 3 for the point conversion.

CFISD Data Dashboard Quote

| Quality Points | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. | Point Conversion | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluator 1 | 10.00 | 0.00 | 24.00 | 0.00 | 0.00 | | 8.33 | 0.00 | 20.00 | 0.00 | 0.00 |
| Evaluator 2 | 18.00 | 0.00 | 23.00 | 0.00 | 6.00 | | 15.00 | 0.00 | 19.17 | 0.00 | 5.00 |
| Evaluator 3 | 15.00 | 14.00 | 28.00 | 12.00 | 18.00 | | 12.50 | 11.67 | 23.33 | 10.00 | 15.00 |
| Evaluator 4 | 11.00 | 11.00 | 25.00 | 6.00 | 17.00 | | 9.17 | 9.17 | 20.83 | 5.00 | 14.17 |
| Evaluator 5 | 17.00 | 11.00 | 27.00 | 0.00 | 18.00 | | 14.17 | 9.17 | 22.50 | 0.00 | 15.00 |
| Evaluator 6 | 24.00 | 12.00 | 30.00 | 6.00 | 18.00 | | 20.00 | 10.00 | 25.00 | 5.00 | 15.00 |
| Evaluator 7 | 20.00 | 17.00 | 29.00 | 9.00 | 17.00 | | 16.67 | 14.17 | 24.17 | 7.50 | 14.17 |

Evaluators were provided a standard scoring rubric. This scoring rubric evaluated the business criteria of the various departments that will benefit from the Data Dashboard solution. The highest score was 30. Scores were converted using the following formula Vendor's Raw Score / 30 *25 (max quality points).

CFISD Data Dashboard Quote

| Needs (Technical) Points | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. | Point Conversion | Abre | DataDesign Solutions Holdings, LLC. | EdGraph | InfoDat International Inc. | PowerSchool Group LLC. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluator 1 | 155.00 | 126.00 | 178.00 | 126.00 | 154.00 | | 16.49 | 13.40 | 18.94 | 13.40 | 16.38 |
| Evaluator 2 | 152.00 | 126.50 | 196.50 | 125.50 | 160.50 | | 16.17 | 13.46 | 20.90 | 13.35 | 17.07 |
| Evaluator 3 | 152.00 | 125.00 | 193.00 | 118.00 | 163.00 | | 16.17 | 13.30 | 20.53 | 12.55 | 17.34 |

Evaluators were provided a standard scoring rubric. This scoring rubric evaluated the technical criteria of the solution. The highest raw score was 235. Scores were converted using the following formula Vendor's Raw Score / 235 *25 (max points).

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

*Kimberly Bowlin, Assistant Director of Technology Support Services*

December 15, 2025

To: Charles Franklin, Assistant Superintendent of Technology and Information Services

After a comprehensive evaluation of multiple Data Dashboard solutions, the evaluation committee recommends adopting the solution provided by the vendor, EdGraph. They proposed a best-of-breed Data Dashboard Software Solution for the Cypress-Fairbanks Independent School District (CFISD, also known as the district). This solution is designed to resolve the district's complex data challenges by automating the ingestion of siloed data into a unified Data Lake that aligns with the Open Education Analytics (OEA) reference architecture.

The committee is recommending EdGraph due to its proven expertise, technology alignment, and commitment to the K-12 education space. EdGraph was founded in 2015 with a specific focus on helping school districts integrate data. Their leadership has direct experience working with large, urban school districts. Key customers include Houston ISD, where EdGraph successfully modernized the entire data ecosystem and delivered 200 targeted KPIs. Additionally, their platform is built on widely accepted open data standards, such as Ed-Fi (EdGraph was the first Ed-Fi Managed Service Provider and a Partner-of-the-Year award winner) and Open Education Analytics (OEA), ensuring compliance, interoperability, and future proofing of the district's data infrastructure.

The proposed platform is FERPA compliant, TX-RAMP Level 2 certified, and has undergone a rigorous SOC 2 audit successfully. It also provides sophisticated Role-Based and Attribute-Based Access Control (RBAC/ABAC) to ensure that sensitive Personally Identifiable Information (PII) is securely accessed only by authorized personnel based on their role within the organization.

The proposal includes not only the software license (EdGraph Analytics and the Data Lake) but also a comprehensive support package: one-time data integration services, custom dashboard development, a dedicated Project Manager, a train-the-trainer model for internal staff development, and ongoing tiered support.

In conclusion, the evaluation committee is confident that EdGraph's solution will provide CFISD with a secure, future-ready data infrastructure and the necessary support to maximize its impact. Adopting this platform positions the district to unlock actionable insights, strengthen data-driven decision-making, and better serve its students and community.

Sincerely,

Kim Bowlin
Kim Bowlin
Assistant Director, Technology Support Services
Cypress-Fairbanks ISD

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Darin Crawford**
**Assistant Superintendent for Support Services**

**From:** **Suzy Hunter**
**Nutrition Services Director**

**Date:** **November 5, 2025**

**Re:** **Disposable Products for Nutrition Services**
**Annual Contract #26-01-3841**

The following bids were received and opened at 1:00 p.m., Friday, October 3, 2025, as advertised and specified in documents concerning **Annual Contract #26-01-3841 Disposable Products for Nutrition Services.** The bids received are located on page 2-13.

[a] No sample provided for evaluation.
[b] Overall best value to the District.
[c] Does not offer best value to the District based on user department evaluation.
[d] No award.
[e] Does not meet District bid specifications.
[f] Does not offer best value to the District.
[g] Does not meet District bid conditions.

**Recommendation:**
**Daxwell Distribution**
**Form Plastics Company, Inc.**
**Interboro Packaging Corp.**
**Johnson Bros. Bakery Supply Inc**
**LAst Group Enterprises, Inc.**
**Liberty Office Products (Liberty Data Products, Inc.)**
**MinMor Industries LLC (Mission Nutrition)**
**MyECOPlanet, LLC**
**Pollock Investments DBA Veritiv Pollock**
**Pyramid School Products (Pyramid Paper Company)**
**Safeway Supply, Inc.**
**Sunrise Packaging Products, Inc**
**Sysco Houston, Inc (Sysco USA 1)**
**The LoveGreen Company, LLC**

**Estimated Expenditure:** **$2,579,651.30**

**Contract Term:** **January 1, 2026 - December 31, 2026**

**Renewal:** **2 Years**

sm

**Line 1 80901 - Aprons, Bib, Plastic, Plain - 28 x 46**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EMPAPRON2846 | 400 | CS | $45.87 | $0.0459 | a |
| **Interboro Packaging Corp.** | **INT-2846-DA** | **400** | **CS** | **$64.00** | **$0.0640** | b |
| Complete Supply Inc | Cordova PA1000 | 400 | CS | $75.10 | $0.0751 | |
| Pyramid School Products (Pyramid Paper Company) | Ambitex TXIP2846BX | 400 | CS | $7.99 | $0.0799 | |
| Gulf Coast Paper Co. | Life Guard | 400 | CS | $8.26 | $0.0800 | |
| Pollock Investments DBA Vertiv Pollock | Elkay AP10F2846 | 400 | CS | $10.18 | $0.1018 | |
| Mavich | Amercareroyal Apron DA2846 | 400 | CS | $112.93 | $0.1129 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco DA-AP2846 | 400 | CS | $64.44 | $0.1289 | |
| Sysco Houston, Inc (Sysco USA 1) | Foodhandler 250-FH3L-SY | 400 | CS | $59.78 | $1.1900 | |

**Line 2 81561 - Bag, 10 x 14 (medium size)**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Interboro Packaging Corp. | INT-1014-Med | 50 | CS | $39.36 | $0.0098 | c |
| Interboro Packaging Corp. | INT-1014-X-Hvy | 50 | CS | $25.82 | $0.0129 | c |
| **Sysco Houston, Inc (Sysco USA 1)** | **Elkay 15F-1015** | **50** | **CS** | **$28.84** | **$0.0280** | b |
| Gulf Coast Paper Co. | Elkay 15F-1015 | 50 | CS | $36.35 | $0.0300 | |
| Safeway Supply, Inc. | Elkay 15F-1015 | 50 | CS | $31.90 | $0.0319 | |
| Pollock Investments DBA Vertiv Pollock | Elkay 15F-1015 | 50 | CS | $32.58 | $0.0326 | |
| Complete Supply Inc | Elkay 15F-1015 | 50 | CS | $39.12 | $0.0391 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv RT1014 | 50 | CS | $22.02 | $0.0440 | |
| The LoveGreen Company | Elkay 15F-1015 | 50 | CS | $55.63 | $0.0556 | |
| Mavich | Approved Vendor 5DGF1 | 50 | CS | $58.51 | $0.0585 | |
| Central poly Corproation | Central Poly CP1014NXH | 50 | CS | $70.10 | $0.0701 | |

**Line 3 81562 - Bag, 12 x 6 x 24 (Large Size)**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Interboro Packaging Corp. | INT-1824-Hvy | 100 | CS | $69.36 | $0.0347 | c |
| Interboro Packaging Corp. | INT-1824-Super | 100 | CS | $36.32 | $0.0726 | c |
| **Sysco Houston, Inc (Sysco USA 1)** | **Elkay 15G-120624** | **100** | **CS** | **$41.05** | **$0.0800** | b |
| Safeway Supply, Inc. | Elkay 15G-120624 | 100 | CS | $45.90 | $0.0918 | |
| Central Poly Corproation | Central Poly CP1824NXH | 100 | CS | $49.99 | $0.1000 | |
| Mavich | Approved Vendor 5DRV7 | 100 | CS | $51.41 | $0.1028 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Elkay 15G-120624 | 100 | CS | $51.90 | $0.1038 | |
| Pollock Investments DBA Vertiv Pollock | Elkay 15G-120624 | 100 | CS | $53.20 | $0.1064 | |
| Complete Supply Inc | Elkay 15G-120624 | 100 | CS | $56.31 | $0.1126 | |
| Gulf Coast Paper Co. | Elkay 15G-120624 | 100 | CS | $59.37 | $0.1180 | |
| The LoveGreen Company, LLC | Elkay 15G-120624 | 100 | CS | $63.91 | $0.1278 | |

**Line 4 81564 - Bag, 8 x 12 (small size)**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Interboro Packaging Corp. | INT-6312-X-Hvy | 50 | CS | $14.24 | $0.0142 | c |
| **Sysco Houston, Inc (Sysco USA 1)** | **Elkay 15F-0812** | **50** | **CS** | **$18.85** | **$0.0180** | b |
| Central Poly Corproation | Central Poly CP812NXH | 50 | CS | $19.77 | $0.0200 | |
| Pollock Investments DBA Vertiv Pollock | Elkay 15F-0812 | 50 | CS | $22.37 | $0.0224 | |
| Safeway Supply, Inc. | Elkay 15F-0812 | 50 | CS | $22.65 | $0.0227 | |
| Gulf Coast Paper Co. | Elkay 15F-0812 | 50 | CS | $24.68 | $0.0240 | |
| Complete Supply Inc | Elkay 15F-0812 | 50 | CS | $27.29 | $0.0273 | |
| The LoveGreen Company, LLC | Elkay 15F-0812 | 50 | CS | $29.37 | $0.0294 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Elkay 15F-0812 | 50 | CS | $29.42 | $0.0294 | |
| Mavich | Approved Vendor 5DGD8 | 50 | CS | $49.54 | $0.0495 | |

**Line 5 81572 - Bag, Breakfast, Multi Logo - 6 x 11¼ x 3½**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **MinMor Industries** | **Mission Nutrition S26655** | **300** | **CS** | **$31.95** | **$0.0600** | b |
| Pollock Investments DBA Vertiv Pollock | BagCraft Custom Item | 300 | CS | $91.84 | $0.0918 | |

**Line 6 81573 - Bag, Breakfast, Single Logo - 6 x 11¼ x 3½**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **MinMor Industries** | **Mission Nutrition S81573** | **300** | **CS** | **$31.95** | **$0.0600** | b |
| Pollock Investments DBA Vertiv Pollock | BagCraft Custom Item | 300 | CS | $91.84 | $0.0918 | |

**Line 7 81521 - Bag, Cookie, Plastic (No Writing) - 5½ x 5½**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Pollock Investments DBA Vertiv Pollock** | **Elkay DP5555** | **500** | **CS** | **$6.54** | **$0.0033** | b |
| Sysco Houston, Inc (Sysco USA 1) | Elkay DP5555 | 500 | CS | $7.12 | $0.0035 | |
| Gulf Coast Paper Co. | Elkay DP5555 | 500 | CS | $7.95 | $0.0040 | |
| Safeway Supply, Inc. | Elkay DP5555 | 500 | CS | $8.05 | $0.0040 | |
| Interboro Packaging Corp. | INT-5.55.5-Hvy | 500 | CS | $10.32 | $0.0052 | |
| Complete Supply Inc | Elkay DP5555 | 500 | CS | $10.47 | $0.0052 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Elkay DP5555 | 500 | CS | $19.91 | $0.0100 | |

**Line 8 81540 - Bag, Foil Hot Dog (No Writing) - 3½ x 1½ x 8½**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **LAst Group Enterprises, Inc.** | **Brown 5A12** | **200** | **CS** | **$37.36** | **$0.0374** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EMFB351585S | 200 | CS | $48.95 | $0.0490 | |
| Sysco Houston, Inc (Sysco USA 1) | Bagcraft 300456 | 200 | CS | $60.78 | $0.0600 | |
| Pollock Investments DBA Vertiv Pollock | Bagcraft 300456 | 200 | CS | $68.66 | $0.0687 | |
| Gulf Coast Paper Co. | Bagcraft 300456 | 200 | CS | $70.43 | $0.0700 | |
| The LoveGreen Company, LLC | Brown 5A12 | 200 | CS | $88.00 | $0.0880 | |

**Line 9 81565 - Bag, Foil Insulated, Sandwich - Unprinted**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **LAst Group Enterprises, Inc.** | **Brown 5A04** | **500** | **CS** | **$37.36** | **$0.0374** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EMFB600765S | 500 | CS | $49.85 | $0.0499 | |
| Sysco Houston, Inc (Sysco USA 1) | Bagcraft 300533 | 500 | CS | $59.84 | $0.0500 | |
| Complete Supply Inc | McNairn 321601 | 500 | CS | $65.21 | $0.0652 | |
| Pollock Investments DBA Vertiv Pollock | Bagcraft 300533 | 500 | CS | $67.59 | $0.0676 | |
| Gulf Coast Paper Co. | Bagcraft 300533 | 500 | CS | $69.33 | $0.0693 | |

**Line 10 81550 - Bag, French Fry, White (No Writing) - 5½ x 4½**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **LAst Group Enterprises, Inc.** | **Brown 813-8WC** | **800** | **CS** | **$21.92** | **$0.0110** | b |
| Sysco Houston, Inc (Sysco USA 1) | Bagcraft 450009 | 800 | CS | $24.30 | $0.0120 | |
| Pollock Investments DBA Vertiv Pollock | Bagcraft 450009 | 800 | CS | $27.16 | $0.0136 | |
| Gulf Coast Paper Co. | Bagcraft 450009 | 800 | CS | $28.17 | $0.0141 | |
| The LoveGreen Company, LLC | Brown 813-8WC | 800 | CS | $42.74 | $0.0214 | |

**Line 11 81510 - Bags, Grab & Go, Plastic with Handles**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| The Brenmar Company | Brenmar 100533 | 10000 | CS | $21.50 | $0.0215 | c |
| **MinMor Industries** | **Mission Nutrition M67731** | **10000** | **CS** | **$16.95** | **$0.0339** | b |

**Line 12 81570 - Bag, Pickle, Plastic (No Writing) - 6 x 6**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Elkay F20606VP Sysco 7092762 | 1200 | CS | $12.98 | $0.0120 | a |
| **Interboro Packaging Corp.** | **INT-66-Exh** | **1200** | **CS** | **$13.72** | **$0.0137** | b |
| Pollock Investments DBA Vertiv Pollock | Elkay H07RC | 1200 | CS | $14.26 | $0.0143 | |
| Pollock Investments DBA Vertiv Pollock | Elkay F20606VP | 1200 | CS | $15.29 | $0.0153 | |
| Gulf Coast Paper Co. | Elkay H07RC | 1200 | CS | $16.27 | $0.0163 | |
| Safeway Supply, Inc. | IBS Get Reddi 306516 | 1200 | CS | $8.55 | $0.0171 | |

**Line 13 81650 - Baking Cups, White, Paper - 2" x 1¼" x 4½".**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Pollock Investments DBA Vertiv Pollock** | **Hoffmaster 610032** | **250** | **CS** | **$57.51** | **$0.0058** | b |
| Johnson Bros. Bakery Supply Inc | Paterson 042004 | 250 | CS | $4.17 | $0.0083 | |
| Sysco Houston, Inc (Sysco USA 1) | Hoffmaster 610034 | 250 | CS | $18.92 | $0.0095 | |
| The LoveGreen Company, LLC | AmerCareRoyal RP200-45 | 250 | CS | $83.00 | $0.1660 | |

**Line 14 81101 - Bowls, Foam - 12 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Sysco Houston, Inc (Sysco USA 1)** | **Pactiv YTH1S0120000** | **100** | **CS** | **$20.26** | **$0.0203** | b |
| Pollock Investments DBA Vertiv Pollock | Pactiv YTH100120000 | 100 | CS | $23.14 | $0.0231 | |
| Gulf Coast Paper Co. | Pactiv YTH100120000 | 100 | CS | $23.48 | $0.0235 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Genpak 82100 | 100 | CS | $25.90 | $0.0259 | |
| Pollock Investments DBA Vertiv Pollock | Dart 12BWWQR | 100 | CS | $34.73 | $0.0347 | |
| The LoveGreen Company, LLC | Placestter YTH100120 | 100 | CS | $62.38 | $0.0624 | |
| Mavich | Pactiv YTK100120000 | 100 | CS | $164.63 | $0.1646 | |

**Line 15 81110- Bowl, Soup, 12 oz. Combo**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Liberty Office Products (Liberty Data Products, Inc.)** | **Empress EHDC12C** | **50** | **CS** | **$28.97** | **$0.1207** | b |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv D12RBLD Sysco 2283872 | 50 | CS | $32.26 | $0.1280 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv D12RBLD | 50 | CS | $37.27 | $0.1491 | |
| Gulf Coast Paper Co. | Pactiv D12RBLD | 50 | CS | $37.38 | $0.1495 | |
| The LoveGreen Company, LLC | Empress EHDC12C | 50 | CS | $38.00 | $0.1520 | |
| Complete Supply Inc | Empress EHDC12C | 50 | CS | $44.19 | $0.1768 | |

**Line 16 81401 - Box, Paper, Printed - 4 15/16 x 2 7/8 x 1 3/4**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Vox Printing | VOX CF005 | 1750 | CS | $48.04 | $0.1209 | c |
| **MinMor Industries** | **Mission Nutrition P100769** | **1750** | **CS** | **$53.95** | **$0.1349** | b |

**Line 17 81410 - Box, Pizza, Custom Printed - 8"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| MinMor Industries | Mission Nutrition - TBD w/ Custom Desi | 1400 | CS | $58.63 | $0.1173 | e |
| **Pollock Investments DBA Vertiv Pollock** | **Pactiv D168CLMFH** | **1400** | **CS** | **$64.20** | **$0.1605** | b |
| Gulf Coast Paper Co. | Pactiv D168CLMFH | 1400 | CS | $66.59 | $0.1665 | |
| MinMor Industries | Mission Nutrition - TBD with Custom De | 1400 | CS | $80.07 | $0.2002 | |

**Line 18 81410 - Box, Pizza, Plain or Generic Design - 8"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Liberty Office Products (Liberty Data Products, Inc.) | Southern Champion1480 | 2000 | CS | $45.88 | $0.0918 | a |
| MinMor Industries | Mission Nutrition P102267 | 2000 | CS | $50.56 | $0.1011 | e |
| **Sysco Houston, Inc (Sysco USA 1)** | **Pactiv D148CLMW** | **2000** | **CS** | **$68.75** | **$0.1375** | b |
| Pollock Investments DBA Vertiv Pollock | Pactiv D148CLMW | 2000 | CS | $76.81 | $0.1536 | |
| Gulf Coast Paper Co. | Pactiv D148CLMW | 2000 | CS | $79.66 | $0.1593 | |
| MinMor Industries | Mission Nutrition P101247 | 2000 | CS | $66.45 | $0.1661 | |

**Line 19 84050 - Container, Clear - 6 1/2 L x 5 W x 1 7/8 D**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Form Plastics Company, Inc.** | **Form Plastics 6044-128500** | **50** | **CS** | **$156.11** | **$0.1041** | b |

**Line 20 81441 - Container, Foam Hinged, Large - 9½ x 9¼ x 3**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Sysco Houston, Inc (Sysco USA 1)** | **Pactiv YTD199S30000** | **750** | **CS** | **$13.84** | **$0.0923** | b |
| Pollock Investments DBA Vertiv Pollock | 95HT3R | 750 | CS | $19.26 | $0.0963 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv YTD199030000 | 750 | CS | $15.45 | $0.1030 | |
| Gulf Coast Paper Co. | Pactiv YTD19903VB | 750 | CS | $16.05 | $0.1070 | |
| Complete Supply Inc | 95HT3R | 750 | CS | $24.19 | $0.1210 | |
| Liberty Office Products (Liberty Data Products, Inc.) | GenpakSN200 | 750 | CS | $24.89 | $0.1245 | |
| The LoveGreen Company, LLC | 95HT3R | 750 | CS | $25.25 | $0.1262 | |
| Mavich | 95HT3R - Grainger 834AM3 | 750 | CS | $61.97 | $0.3099 | |

**Line 21 81433 - Container, Hinged Lid, Clear - 6 x 5 x 3**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Pollock Investments DBA Vertiv Pollock | Dart C57PST1 | 1000 | CS | $43.43 | $0.0869 | a |
| The LoveGreen Company, LLC | Karat FP-HC66PET-1C | 1000 | CS | $43.55 | $0.0871 | c |
| **Pollock Investments DBA Vertiv Pollock** | **N20** | **1000** | **CS** | **$26.95** | **$0.1078** | b |
| MyECOPlanet, LLC | N20 | 1000 | CS | $28.98 | $0.1159 | |
| Johnson Bros. Bakery Supply Inc | INIX 17501091708023 | 1000 | CS | $29.25 | $0.1170 | |
| Pollock Investments DBA Vertiv Pollock | N20 | 1000 | CS | $29.73 | $0.1189 | |
| The Brenmar Company | N20 | 1000 | CS | $34.50 | $0.1380 | |
| Pollock Investments DBA Vertiv Pollock | N20 | 1000 | CS | $41.86 | $0.1674 | |
| Johnson Bros. Bakery Supply Inc | N20 | 1000 | CS | $56.70 | $0.2268 | |

**Line 22 81490 - Container, Plastic - 3 1/16 x 3 1/16 x 1¼**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Sysco Houston, Inc (Sysco USA 1)** | **Par Pak 21829 - Sysco 4244786** | **500** | **CS** | **$45.66** | **$0.0180** | b |
| Complete Supply Inc | Par-Pak 21829 | 500 | CS | $52.80 | $0.0211 | |
| The LoveGreen Company, LLC | Par-Pak 21829 | 500 | CS | $56.89 | $0.0228 | |

**Line 23 80911 - Cover, Bun Pan Rack - 52 x 80**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Interboro Packaging Corp.** | **INT-5280-H** | **300** | **CS** | **$10.24** | **$0.2048** | b |
| LAst Group Enterprises, Inc. | Pinnacle H528015N | 300 | CS | $10.72 | $0.2144 | |
| Central Poly Corproation | Central Poly CP5280N | 300 | CS | $11.39 | $0.2278 | |
| Pollock Investments DBA Vertiv Pollock | Pinnacle H528015N | 300 | CS | $12.63 | $0.2526 | |
| Sysco Houston, Inc (Sysco USA 1) | Elkay 5280 Sysco 7988878 | 300 | CS | $14.15 | $0.2830 | |
| Safeway Supply, Inc. | BRC52X80 | 300 | CS | $14.80 | $0.2960 | |
| [ALT1] Complete Supply Inc | Interplast BR52X80 | 300 | CS | $17.48 | $0.3496 | |
| Gulf Coast Paper Co. | Elkay BOR5280 | 300 | CS | $18.78 | $0.3756 | |
| Pollock Investments DBA Vertiv Pollock | Heritage Z0480XN R01 | 300 | CS | $19.11 | $0.3822 | |
| The LoveGreen Company, LLC | Prime Source 75001750 | 300 | CS | $20.15 | $0.4030 | |
| Liberty Office Products (Liberty Data Products, Inc.) | IBSBR52x80 | 300 | CS | $21.85 | $0.4370 | |
| Johnson Bros. Bakery Supply Inc | Polynova Nissen 7091045 | 300 | CS | $21.91 | $0.4382 | |
| Mavich | Tough Guy 3XVY4 | 300 | CS | $31.27 | $0.6254 | |

**Line 24 80790 - Cup, Drinking - 6oz**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Sysco Houston, Inc (Sysco USA 1)** | **Dart 6J6 Sysco 4088811** | **150** | **CS** | **$21.98** | **$0.0220** | b |
| Pollock Investments DBA Vertiv Pollock | Dart 6J6 | 150 | CS | $25.18 | $0.0252 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Wincup221965 | 150 | CS | $27.93 | $0.0279 | |
| Mavich | Dart 6J6 | 150 | CS | $70.70 | $0.0707 | |
| Pyramid School Products (Pyramid Paper Company) | Dart SCC376W | 150 | CS | $77.89 | $0.0779 | |

**Line 25 80770 - Cup, Drinking - 12 oz**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Sysco Houston, Inc (Sysco USA 1)** | **Dart 12J12 Sysco 4088845** | **500** | **CS** | **$32.89** | **$0.0329** | b |
| Pollock Investments DBA Vertiv Pollock | Dart 12J12 | 500 | CS | $37.15 | $0.0372 | |
| The LoveGreen Company, LLC | Convermex 112454 | 500 | CS | $39.20 | $0.0393 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKTRANSCUP12CT | 500 | CS | $39.98 | $0.0400 | |
| Gulf Coast Paper Co. | Dart 12J12 | 500 | CS | $43.70 | $0.0437 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Wincup 221971 | 500 | CS | $41.93 | $0.0839 | |
| Mavich | Approved Vendor C12A | 500 | CS | $112.50 | $0.1125 | |

**Line 26 80704 - Cup, Plastic, Clear - 20oz**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| The LoveGreen Company, LLC | Karat C-KC20 | 750 | CS | $59.62 | $0.0596 | c |
| **The LoveGreen Company, LLC** | **Karat C-KC20-R** | **750** | **CS** | **$68.59** | **$0.0696** | b |
| Pyramid School Products (Pyramid Paper Company) | Karat C-KC20 | 750 | CS | $73.99 | $0.0740 | |
| Gulf Coast Paper Co. | Victoria Bay VG20CF | 750 | CS | $84.05 | $0.0841 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9502122 | 750 | CS | $88.74 | $0.0887 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YP21CSYSA | 750 | CS | $71.35 | $0.0991 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Dart TP20 | 750 | CS | $62.82 | $0.1047 | |

**Line 27 80700 - Cup, Plastic Juice - 5 oz**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Liberty Office Products (Liberty Data Products, Inc.)** | **Empress E5TRANS** | **200** | **CS** | **$49.88** | **$0.0200** | b |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKTRANSCUP5CT | 200 | CS | $50.85 | $0.0203 | |
| Complete Supply Inc | Empress E5TRANS | 200 | CS | $51.43 | $0.0206 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YE5SYSA Sysco 7131358 | 200 | CS | $52.96 | $0.0210 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9508020RK5 | 200 | CS | $59.44 | $0.0238 | |
| The LoveGreen Company, LLC | Conex Galaxy Y5 | 200 | CS | $63.24 | $0.0253 | |
| Mavich | Approved Vendor V01954 | 200 | CS | $106.62 | $0.0426 | |

**Line 28 80710 - Cup, Portion, Plastic - 1 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution E10002049** | **500** | **CS** | **$11.91** | **$0.0048** | b |
| The LoveGreen Company, LLC | Karat FP-P100-PP | 500 | CS | $17.09 | $0.0068 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKPRTN1TS | 500 | CS | $18.89 | $0.0076 | |
| Complete Supply Inc | Empress EPC100 | 500 | CS | $21.07 | $0.0084 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPC100 | 500 | CS | $21.87 | $0.0087 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv S100SYS Sysco 5318548 | 500 | CS | $23.14 | $0.0093 | |
| Mavich | Approved Vendor BWKPRTN1TS | 500 | CS | $24.18 | $0.0097 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9505192 PC100 | 500 | CS | $25.87 | $0.0103 | |

**Line 29 80722 - Cup, Portion, Plastic - 2 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YS200SYS Sysco 7790239 | 1200 | CS | $19.84 | $0.0050 | a |
| **Daxwell Distribution** | **Daxwell Distribution E10002024** | **1200** | **CS** | **$17.87** | **$0.0071** | b |
| The LoveGreen Company, LLC | Karat FP-P200-PP | 1200 | CS | $18.33 | $0.0073 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9505195 | 1200 | CS | $23.09 | $0.0092 | |
| Pyramid School Products (Pyramid Paper Company) | Dart DCCP200N | 1200 | CS | $24.98 | $0.0100 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPC200 | 1200 | CS | $27.70 | $0.0111 | |
| Complete Supply Inc | Empress EPC200 | 1200 | CS | $28.21 | $0.0113 | |
| Mavich | Dixie PP20 Grainger 475M70 | 1200 | CS | $83.44 | $0.0348 | |

**Line 30 80730 - Cup, Portion, Plastic - 4 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution E10002029** | **250** | **CS** | **$31.12** | **$0.0124** | b |
| The LoveGreen Company, LLC | Karat FP-P400-PP | 250 | CS | $31.53 | $0.0126 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKPRTN4TS | 250 | CS | $46.35 | $0.0185 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPC400 | 250 | CS | $46.88 | $0.0188 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YS400SYSA | 250 | CS | $57.79 | $0.0193 | |
| Complete Supply Inc | Empress EPC400 | 250 | CS | $52.08 | $0.0208 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9500517 | 250 | CS | $54.39 | $0.0218 | |
| Mavich | Dart P400N Grainger 831Y43 | 250 | CS | $137.45 | $0.0550 | |

**Line 31 80741 - Cup, Portion, Plastic - 5.5oz. - 6 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| The LoveGreen Company, LLC | Karat FP-P550-PP | 300 | CS | $33.52 | $0.0134 | c |
| **Daxwell Distribution** | **Daxwell Distribution E10004471** | **300** | **CS** | **$33.63** | **$0.0135** | b |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YS400SYSA Sysco 7064615 | 300 | CS | $37.89 | $0.0189 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKPRTN55TS | 300 | CS | $51.98 | $0.0208 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9500518PC550 | 300 | CS | $53.50 | $0.0214 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPC550 | 300 | CS | $56.59 | $0.0226 | |
| Complete Supply Inc | Empress EPC550 | 300 | CS | $58.19 | $0.0233 | |

**Line 32 80732 - Cup, Portion, Plastic - 8 or 9 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YP9CSYS Sysco 7473299 | 200 | CS | $43.66 | $0.0448 | a |
| **Pollock Investments DBA Vertiv Pollock** | **Pactiv 9502040** | **200** | **CS** | **$50.59** | **$0.0506** | b |
| The LoveGreen Company, LLC | HP Inc. DC8PPI | 200 | CS | $24.10 | $0.1004 | |

**Line 33 80750 - Cup, Squat, Foam - 6 oz.**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YP9CSYS Sysco 2769141 | 200 | CS | $25.36 | $0.0254 | a |
| **Pollock Investments DBA Vertiv Pollock** | **Dart 6SJ12** | **200** | **CS** | **$41.16** | **$0.0412** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Wincup 221995 | 200 | CS | $44.77 | $0.0448 | |
| Complete Supply Inc | Dart 6SJ12 | 200 | CS | $53.87 | $0.0539 | |
| Mavich | Dart 6SJ12 Grainger 481C50 | 200 | CS | $163.66 | $0.1637 | |

**Line 34 Cutlery Kit, Spoon, Fork**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution B10001826** | **18000** | **CS** | **$9.94** | **$0.0199** | b |
| Sysco Houston, Inc (Sysco USA 1) | Wallace 3616 Sysco 8255178 | 18000 | CS | $14.94 | $0.0299 | |
| The LoveGreen Company, LLC | Empress E17000 | 18000 | CS | $14.31 | $0.0572 | |
| Macana Global, LLC | Penka PK-KIT-PP | 18000 | CS | $30.96 | $0.0619 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv FKFSWN57CH | 18000 | CS | $76.10 | $0.1522 | |
| Gulf Coast Paper Co. | Pactiv FKFSWN57CH | 18000 | CS | $78.93 | $0.1579 | |

**Line 35 81604 - Cutlery Kit, Spork**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution B10001522** | **18000** | **CS** | **$11.28** | **$0.0113** | b |
| Sysco Houston, Inc (Sysco USA 1) | Wallace 3600 Sysco 7850868 | 18000 | CS | $14.94 | $0.0149 | |
| The LoveGreen Company, LLC | Empress E176015 | 18000 | CS | $17.33 | $0.0173 | |
| Complete Supply Inc | Empress E176015 | 18000 | CS | $19.54 | $0.0195 | |
| The LoveGreen Company, LLC | Prime Source 75000107 | 18000 | CS | $32.96 | $0.0330 | |
| Macana Global, LLC | Penka PK-KITSP-PP | 18000 | CS | $21.20 | $0.0424 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv FKQWSCHLCH | 18000 | CS | $44.95 | $0.0450 | |
| Gulf Coast Paper Co. | Pactiv FKQWSCHLCH | 18000 | CS | $46.62 | $0.0466 | |

**Line 36 81481 - Foil, Aluminum - 18 x 500**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **The LoveGreen Company, LLC** | **Royalty Distribution GB-7601008** | **500** | **EACH** | **$19.17** | **$19.1700** | b |
| LAst Group Enterprises, Inc. | Western 294 | 500 | EACH | $22.97 | $22.9700 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv W69318 Sysco 6938328 | 500 | EACH | $25.46 | $25.4600 | |
| Pollock Investments DBA Vertiv Pollock | Western 294 | 500 | EACH | $25.49 | $25.4900 | |
| Daxwell | Daxwell Distribution J10003023 | 500 | EACH | $26.52 | $26.5200 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 614 | 500 | EACH | $28.45 | $28.4500 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress E185-S | 500 | EACH | $29.78 | $29.7800 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWK7114 | 500 | EACH | $44.09 | $44.0900 | |
| Mavich | Approved Vendor 6383706 | 500 | EACH | $91.48 | $91.4800 | |

**Line 37 81611 - Fork, Plastic, White**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution A10001389** | **500** | **CS** | **$5.27** | **$0.0053** | b |
| Safeway Supply, Inc. | Covebay 810 | 500 | CS | $5.80 | $0.0058 | |
| Sysco Houston, Inc (Sysco USA 1) | Wallace Sysco 8419594 | 500 | CS | $6.89 | $0.0069 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress E175001 | 500 | CS | $8.49 | $0.0085 | |
| The LoveGreen Company, LLC | PrimeSource 75002691 | 500 | CS | $9.44 | $0.0094 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv YFWFWCH | 500 | CS | $17.32 | $0.0173 | |
| Mavich | Ability One 7340-01-438-7392 | 500 | CS | $60.08 | $0.0601 | |

**Line 38 Gloves, Nitrile, Blue - X-Large Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Daxwell Distribution | Daxwell Distribution F10001524 | 100 | CS | $23.94 | $0.0239 | c |
| Complete Supply Inc | Sky SBLG0040 | 100 | CS | $29.04 | $0.0290 | c |
| Sysco Houston, Inc (Sysco USA 1) | Foodhandler Sysco 7077015 | 100 | CS | $29.44 | $0.0294 | a |
| **Safeway Supply, Inc.** | **Comfort 735** | **100** | **CS** | **$30.65** | **$0.0307** | b |
| Interboro Packaging Corp. | Trang-XL-NPFG | 100 | CS | $31.80 | $0.0318 | |
| The LoveGreen Company, LLC | Empress ENPFXL2004 | 100 | CS | $32.22 | $0.0322 | |
| Liberty Office Products (Liberty Data Products, Inc.) | EmpressENPFXL2004 | 100 | CS | $33.50 | $0.0335 | |
| Unipak Corp. | UPC NPF-XL | 100 | CS | $34.90 | $0.0349 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GLN103FX | 100 | CS | $38.04 | $0.0380 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GLN103FX | 100 | CS | $49.90 | $0.0499 | |
| Mavich | Condor 36VP39 | 100 | CS | $23.77 | $0.1189 | |

**Line 39 80921 - Gloves, Nitrile, Blue - Large Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Daxwell Distribution | Daxwell Distribution F10001530 | 800 | CS | $23.94 | $0.0239 | c |
| Complete Supply Inc | Sky SBLG0039 | 800 | CS | $29.04 | $0.0290 | c |
| Sysco Houston, Inc (Sysco USA 1) | Foodhanlder Sysco 7077017 | 800 | CS | $29.44 | $0.0294 | a |
| **Safeway Supply, Inc.** | **Comfort 734** | **800** | **CS** | **$30.65** | **$0.0307** | b |
| Interboro Packaging Corp. | Trang-Lrg-NPFG | 800 | CS | $31.80 | $0.0318 | |
| The LoveGreen Company, LLC | Empress ENPFL2003 | 800 | CS | $32.22 | $0.0322 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress ENPFL2003 | 800 | CS | $33.50 | $0.0335 | |
| Unipak Corp. | Upc NPF-L | 800 | CS | $34.90 | $0.0349 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GLN106FLG | 800 | CS | $38.04 | $0.0380 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GLN106FLG | 800 | CS | $49.90 | $0.0499 | |
| Mavich | Condor 36VP38 | 800 | CS | $23.77 | $0.1189 | |

**Line 40 80941 - Gloves, Nitrile, Blue - Medium Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Daxwell Distribution | Daxwell Distribution F10001523 | 2000 | CS | $23.94 | $0.0239 | c |
| Complete Supply Inc | Sky SBLG0038 | 2000 | CS | $29.04 | $0.0290 | c |
| Sysco Houston, Inc (Sysco USA 1) | Foodhandler Sysco 7077016 | 2000 | CS | $29.44 | $0.0294 | a |
| **Safeway Supply, Inc.** | **Comfort 733** | **2000** | **CS** | **$30.65** | **$0.0307** | b |
| Interboro Packaging Corp. | Trang-Med-NPFG | 2000 | CS | $31.80 | $0.0318 | |
| The LoveGreen Company, LLC | Empress ENPFM2002 | 2000 | CS | $32.22 | $0.0322 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress ENPFM2002 | 2000 | CS | $33.50 | $0.0335 | |
| Unipak Corp. | Upc NPF-M | 2000 | CS | $34.90 | $0.0349 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GL-N103FM | 2000 | CS | $38.04 | $0.0380 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GLN106FMD | 2000 | CS | $49.90 | $0.0499 | |
| Mavich | Condor 36VP37 | 2000 | CS | $23.77 | $0.1189 | |

**Line 41 80931 - Gloves, Nitrile, Blue - Small Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Daxwell Distribution | Daxwell Distribution F10001528 | 350 | CS | $23.94 | $0.0239 | c |
| Complete Supply Inc | Sky SBLG0037 | 350 | CS | $29.04 | $0.0290 | c |
| Sysco Houston, Inc (Sysco USA 1) | Foodhanlder 103-ts-12-blu | 350 | CS | $29.44 | $0.0294 | a |
| **Safeway Supply, Inc.** | **Comfort 732** | **350** | **CS** | **$30.65** | **$0.0307** | b |
| Interboro Packaging Corp. | Trang-Sm-NPFG | 350 | CS | $31.80 | $0.0318 | |
| The LoveGreen Company, LLC | Empress ENPFS2001 | 350 | CS | $32.22 | $0.0322 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress ENPFS2001 | 350 | CS | $33.50 | $0.0335 | |
| Unipak Corp. | Upc NPF-S | 350 | CS | $34.90 | $0.0349 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GL-N103FS | 350 | CS | $38.04 | $0.0380 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GLN106FSM | 350 | CS | $49.90 | $0.0499 | |
| Mavich | Condor 36VP36 | 350 | CS | $23.77 | $0.1189 | |

**Line 42 80951 - Gloves, Plastic Disposable - Large Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Interboro Packaging Corp.** | **INT-Lrg-PG** | **350** | **CS** | **$28.00** | **$0.0028** | b |
| Daxwell Distribution | Daxwell Distribution F10000442 | 350 | CS | $33.69 | $0.0034 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GL-P500L | 350 | CS | $52.55 | $0.0053 | |
| Complete Supply Inc | Interplast GL-LARGE | 350 | CS | $55.98 | $0.0056 | |
| Liberty Office Products (Liberty Data Products, Inc.) | IBS GL-LARGE / P6003 - EA | 350 | CS | $6.49 | $0.0065 | |
| The LoveGreen Company, LLC | PrimeSource 75007140 | 350 | CS | $81.41 | $0.0081 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GDPELG | 350 | CS | $89.90 | $0.0090 | |
| Mavich | MCR Safety 5040 | 350 | CS | $8.17 | $0.0163 | |
| Sysco Houston, Inc (Sysco USA 1) | Handgards 303363313 | 350 | CS | $18.99 | $0.0190 | |
| Unipak Corp. | Upc UPF-L | 350 | CS | $26.80 | $0.0268 | |

**Line 43 80961 - Gloves, Plastic Disposable - Medium Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Interboro Packaging Corp.** | **INT-Med-PG** | **800** | **CS** | **$28.00** | **$0.0028** | b |
| Daxwell Distribution | Daxwell Distribution F10000443 | 800 | CS | $33.69 | $0.0034 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GL-P500M | 800 | CS | $52.55 | $0.0053 | |
| Complete Supply Inc | Interplast GL-MEDIUM | 800 | CS | $55.98 | $0.0056 | |
| Liberty Office Products (Liberty Data Products, Inc.) | IBS GL-MEDIUM / P6002 - EA | 800 | CS | $6.49 | $0.0065 | |
| The LoveGreen Company, LLC | PrimeSource 75007140 | 800 | CS | $81.41 | $0.0081 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GDPEMD | 800 | CS | $89.90 | $0.0090 | |
| Mavich | MCR Safety 5040M | 800 | CS | $8.17 | $0.0163 | |
| Sysco Houston, Inc (Sysco USA 1) | Hangards 303363312 | 800 | CS | $18.99 | $0.0190 | |
| Unipak Corp. | Upc UPF-M | 800 | CS | $26.80 | $0.0268 | |

**Line 44 81750 - Gloves, Plastic Disposable - Small Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Interboro Packaging Corp.** | **INT-Sm-PG** | **250** | **CS** | **$28.00** | **$0.0028** | b |
| Daxwell Distribution | Daxwell Distribution F10000444 | 250 | CS | $33.70 | $0.0034 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GL-P500S | 250 | CS | $52.55 | $0.0053 | |
| Complete Supply Inc | Interplast GL-SMALL | 250 | CS | $55.98 | $0.0056 | |
| Liberty Office Products (Liberty Data Products, Inc.) | IBSGL-SMALL / P6001 - EA | 250 | CS | $6.49 | $0.0065 | |
| The LoveGreen Company, LLC | PrimeSource 75007140 | 250 | CS | $81.41 | $0.0081 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco GDPESM | 250 | CS | $89.90 | $0.0090 | |
| Sysco Houston, Inc (Sysco USA 1) | Handgards 303363311 | 250 | CS | $18.99 | $0.0190 | |
| Unipak Corp. | Upc UPF-S | 250 | CS | $26.80 | $0.0268 | |

**Line 45 80972 - Hat, White Bouffant - 19" (small)**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Pyramid School Products (Pyramid Paper Company)** | **Supply Source MB-19-1000-W** | **50** | **CS** | **$30.99** | **$0.0310** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EMPBC21P | 50 | CS | $31.54 | $0.0315 | |
| The LoveGreen Company, LLC | Prime Source 75009224 | 50 | CS | $44.00 | $0.0440 | |
| Complete Supply Inc | Cordova BC19W/10 | 50 | CS | $45.45 | $0.0455 | |
| Mavich | B4HS Grainger 22CU24 | 50 | CS | $61.68 | $0.0617 | |

**Line 46 80981 - Hat, White Bouffant - 24" (large)**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Safeway Supply, Inc. | Comfort 905649 | 100 | CS | $25.00 | $0.0250 | c |
| **Daxwell Distribution** | **Daxwell Distribution G10002796** | **100** | **CS** | **$25.65** | **$0.0257** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EMPBC24 | 100 | CS | $37.81 | $0.0378 | |
| Pyramid School Products (Pyramid Paper Company) | Supply Source MB-24-1000-W | 100 | CS | $38.90 | $0.0389 | |
| The LoveGreen Company, LLC | Prime Source 75009256 | 100 | CS | $40.60 | $0.0406 | |
| Complete Supply Inc | Cordova PBC24W/10 | 100 | CS | $49.86 | $0.0499 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco GAH-BP-21-WH | 100 | CS | $56.02 | $0.0560 | |
| Mavich | BIX4HS Grainger 22CU26 | 100 | CS | $91.90 | $0.0919 | |
| Johnson Bros. Bakery Supply Inc | Polynova Nissen 4490106 | 100 | CS | $21.23 | $0.2123 | |

**Line 47 81621 - Knife, Plastic, White**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution A10001392** | **300** | **CS** | **$5.12** | **$0.0051** | b |
| Safeway Supply, Inc. | Covebay CB812 (602451?) | 300 | CS | $5.80 | $0.0058 | |
| Sysco Houston, Inc (Sysco USA 1) | Wallace 3541 | 300 | CS | $6.89 | $0.0069 | |
| The LoveGreen Company, LLC | Prime Source 75002490 | 300 | CS | $8.40 | $0.0084 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress E175003 | 300 | CS | $8.49 | $0.0085 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv YFWKWCH | 300 | CS | $17.51 | $0.0175 | |
| Pollock Investments DBA Vertiv Pollock | HOSPECO CPSHWKNBKW1 | 300 | CS | $26.99 | $0.0270 | |
| Mavich | Ability One 7340-01-438-9241 | 300 | CS | $56.33 | $0.0563 | |

**Line 48 81662 - Labels, Food Rotation, White - 2" x 3"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Pollock Investments DBA Vertiv Pollock** | **Cambro 23SLB6250** | **100** | **CS** | **$116.85** | **$0.0779** | b |

**Line 49 80802 - Lid, for 20oz Clear Plastic Cup**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YLP24CSYS | 750 | CS | $17.69 | $0.0173 | a |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9508079 | 750 | CS | $19.38 | $0.0194 | c |
| The LoveGreen Company, LLC | Karat C-KC626TS | 750 | CS | $28.67 | $0.0287 | c |
| Liberty Office Products (Liberty Data Products, Inc.) | Dart 626TS | 750 | CS | $31.97 | $0.0320 | a |
| **The LoveGreen Company, LLC** | **Karat C-KC626TS-R** | **750** | **CS** | **$33.33** | **$0.0333** | b |
| Gulf Coast Paper Co. | Victoria Bay D98HCF | 750 | CS | $49.24 | $0.0492 | |
| Mavich | Dart 16SL Grainger 16SL | 750 | CS | $68.57 | $0.0686 | |

**Line 50 80713 - Lid, for 1 oz. Portion Cup**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution E10004468** | **500** | **CS** | **$9.66** | **$0.0039** | b |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YLS1FRSYS | 500 | CS | $17.89 | $0.0072 | |
| The LoveGreen Company, LLC | Karat FP-PL200-PET | 500 | CS | $18.33 | $0.0073 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPCLID1 | 500 | CS | $18.50 | $0.0074 | |
| Complete Supply Inc | Empress EPCLID1 | 500 | CS | $19.55 | $0.0078 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKPRTLID1 | 500 | CS | $19.98 | $0.0080 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv YLS1FR | 500 | CS | $20.21 | $0.0081 | |

**Line 51 80723 - Lid, for 2 oz. Portion Cup**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YLS2FRSYS | 1200 | CS | $15.65 | $0.0065 | a |
| **Daxwell Distribution** | **Daxwell Distribution E10004472** | **1200** | **CS** | **$16.27** | **$0.0065** | b |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9505083 | 1200 | CS | $18.24 | $0.0070 | |
| The LoveGreen Company, LLC | Karat FP-PL200-PET | 1200 | CS | $18.33 | $0.0073 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPCLID2 | 1200 | CS | $24.90 | $0.0100 | |
| Complete Supply Inc | Empress EPCLID2 | 1200 | CS | $26.42 | $0.0106 | |
| Pyramid School Products (Pyramid Paper Company) | Boardwalk BWKPRTLID2 | 1200 | CS | $29.98 | $0.0120 | |
| Mavich | Dixie PL20 Grainger 462C09 | 1200 | CS | $74.29 | $0.0310 | |

**Line 52 80734 - Lid, for 4 & 6 oz. Portion Cups**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution E10004470** | **550** | **CS** | **$22.35** | **$0.0089** | b |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YLS3FRSYS | 550 | CS | $28.42 | $0.0118 | |
| The LoveGreen Company, LLC | Karat FP-PL400-PET | 550 | CS | $30.68 | $0.0123 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 9505084 | 550 | CS | $33.44 | $0.0134 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EPCLID3 | 550 | CS | $33.50 | $0.0134 | |
| Complete Supply Inc | Empress EPCLID3 | 550 | CS | $34.07 | $0.0136 | |
| Pyramid School Products (Pyramid Paper Company) | Dart DCCPL4N | 550 | CS | $37.98 | $0.0152 | |

**Line 53 81740 - Lid, for 8 or 9 oz. Portion Cups**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Pyramid School Products (Pyramid Paper Company) | Dart DCCPL4N | 200 | CS | $37.98 | $0.0152 | a |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YLP20CNH | 200 | CS | $29.46 | $0.0289 | a |
| **Pollock Investments DBA Vertiv Pollock** | **Pactiv 9508056** | **200** | **CS** | **$32.64** | **$0.0326** | b |
| The LoveGreen Company, LLC | HP Inc.DC8PPI | 200 | CS | $24.10 | $0.1004 | |

**Line 54 80771 - Lid, for 6 oz. Styro Cup**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Liberty Office Products (Liberty Data Products, Inc.) | Wincup 222076 | 150 | CS | $18.50 | $0.0185 | a |
| **Sysco Houston, Inc (Sysco USA 1)** | **Dart 12SL Sysco 4097481** | **150** | **CS** | **$20.80** | **$0.0208** | b |
| Pollock Investments DBA Vertiv Pollock | Dart 12SL | 150 | CS | $23.76 | $0.0238 | |
| Complete Supply Inc | Dart 12JL | 150 | CS | $32.83 | $0.0328 | |
| Pyramid School Products (Pyramid Paper Company) | Dart DCC20JL | 150 | CS | $39.98 | $0.0400 | |

**Line 55 80991 - Liner, Pan**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Safeway Supply, Inc. | Intercon WPL1624 | 2000 | CS | $37.05 | $0.0371 | f |
| **Johnson Bros. Bakery Supply Inc** | **Paterson SG01035** | **2000** | **CS** | **$38.73** | **$0.0387** | b |
| LAst Group Enterprises, Inc. | Intercon WPL1624 | 2000 | CS | $42.39 | $0.0424 | |
| Pollock Investments DBA Vertiv Pollock | Jr Rodriguez PL1624 | 2000 | CS | $44.68 | $0.0447 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Nova N49-1 | 2000 | CS | $45.90 | $0.0459 | |
| The LoveGreen Company, LLC | QPL-25 | 2000 | CS | $48.62 | $0.0486 | |
| The Brenmar Company | Nova N49-1 | 2000 | CS | $52.00 | $0.0520 | |
| Sysco Houston, Inc (Sysco USA 1) | Bagcraft P0300001 | 2000 | CS | $52.74 | $0.0527 | |
| Pollock Investments DBA Vertiv Pollock | Bagcraft P0300001 | 2000 | CS | $58.91 | $0.0589 | |

**Line 56 81651 - Napkin, Tall 3-Fold - 13 1/2" x 8"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distributions D10001232** | **50** | **CS** | **$27.71** | **$0.0028** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | NovaNova Tall-Fold | 50 | CS | $37.50 | $0.0038 | |
| The LoveGreen Company, LLC | Right Choice 78000338 | 50 | CS | $39.85 | $0.0040 | |

**Line 57 84182 - Over Wrap Film - 24"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Sunrise Packaging Products, Inc** | **Sunrise Packaging SFCVST2460** | **50** | **CS** | **$198.45** | **$198.4500** | b |

**Line 58 81680 - Pan Cover, Disposable, Full Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| The LoveGreen Company, LLC | Chef's Seal CS1SPL | 500 | CS | $32.10 | $0.6420 | a |
| **Pollock Investments DBA Vertiv Pollock** | **PANSAVER 44701** | **500** | **CS** | **$47.57** | **$0.9514** | b |

**Line 59 81690 - Pan Cover, Disposable, Half Size**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| The LoveGreen Company, LLC | Chef's Seal CS5SPL | 200 | CS | $21.47 | $0.2147 | a |
| **Pollock Investments DBA Vertiv Pollock** | **PANSAVER 44651** | **200** | **CS** | **$37.38** | **$0.7476** | b |

**Line 60 81701 - Pan Liner, Disposable, Full Size, Fits 2½" and 4" Deep**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Johnson Bros. Bakery Supply Inc | Paterson G01035 | 500 | CS | $38.73 | $0.0387 | c |
| The LoveGreen Company, LLC | Value Plus PTL3412 | 500 | CS | $44.01 | $0.2201 | c |
| **Pollock Investments DBA Vertiv Pollock** | **Pansaver 42001** | **500** | **CS** | **$64.58** | **$0.6458** | b |

**Line 61 81710 - Pan Liner, Disposable, Half Size, Fits 4" and 6" Deep**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Johnson Bros. Bakery Supply Inc | Paterson 240515 | 150 | CS | $40.58 | $0.0406 | c |
| **Pollock Investments DBA Vertiv Pollock** | **Pansaver 42636** | **150** | **CS** | **$38.37** | **$0.3837** | b |
| The LoveGreen Company, LLC | Poly Nylon PL2314 | 150 | CS | $41.84 | $0.4184 | |

**Line 62 81121 - Plate, Foam Plastic, Round - 6"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Pollock Investments DBA Vertiv Pollock** | **Pactiv YTH100060000** | **30** | **CS** | **$15.26** | **$0.0153** | b |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YTH1S0060000 | 30 | CS | $15.99 | $0.0160 | |
| Gulf Coast Paper Co. | Pactiv YTH100060000 | 30 | CS | $18.61 | $0.0186 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Genpak 80600 | 30 | CS | $22.91 | $0.0229 | |
| Mavich | Dart 6PWCR / 6PWC | 30 | CS | $29.05 | $0.0291 | |

d **Line 63 77902 -Ribbon, Black**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE |
|---|---|---|---|---|---|

**Line 64 81003 - Sleeve, Plastic, Disposable - 16"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Safeway Supply, Inc. | Comfort CPS188L - 906047 | 50 | CS | $35.70 | $0.0357 | a |
| **Pyramid School Products (Pyramid Paper Company)** | **Supply Source MPE-165-FP-HM** | **50** | **CS** | **$83.95** | **$0.0420** | b |
| Mavich | Alphatec 59-201 Grainger 2RN69 | 50 | CS | $366.63 | $0.1833 | |

**Line 65 81631 - Spoon, Plastic, Medium Weight, White**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution A10001390** | **100** | **CS** | **$5.42** | **$0.0054** | b |
| Safeway Supply, Inc. | Covebay CB814 602452 | 100 | CS | $5.80 | $0.0058 | |
| Sysco Houston, Inc (Sysco USA 1) | Wallace 3542 Sysco 8419626 | 100 | CS | $6.89 | $0.0069 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress E175002 | 100 | CS | $7.99 | $0.0080 | |
| The LoveGreen Company, LLC | Prime Source 75002494 | 100 | CS | $8.69 | $0.0087 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv YFWSWCH | 100 | CS | $17.91 | $0.0179 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco CPPHWTSBKW1 | 100 | CS | $19.33 | $0.0193 | |
| Mavich | Ability one 7340-01-438-7391 | 100 | CS | $58.76 | $0.0588 | |

**Line 66 81633 - Spork, Plastic, Heavy Duty, White**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution A10001391** | **500** | **CS** | **$5.32** | **$0.0053** | b |
| Sysco Houston, Inc (Sysco USA 1) | Wallace 95796036470 | 500 | CS | $6.89 | $0.0069 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress E175020 | 500 | CS | $7.99 | $0.0080 | |
| Pollock Investments DBA Vertiv Pollock | Hospeco CPPMDSKBKW1 | 500 | CS | $9.87 | $0.0099 | |
| The LoveGreen Company, LLC | AmerCare P5203FW | 500 | CS | $16.87 | $0.0169 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv YFWQWCH | 500 | CS | $17.51 | $0.0175 | |

**Line 67 81641 - Straw, Wrapped, Plastic - 5 3/4" - 7 3/4"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution C10001366** | **250** | **CS** | **$23.24** | **$0.0019** | b |
| Sysco Houston, Inc (Sysco USA 1) | Wallace 5173 Sysco 7063634 | 250 | CS | $31.56 | $0.0026 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress E575RS | 250 | CS | $34.97 | $0.0029 | |
| The LoveGreen Company, LLC | Jovials MLK5WHXA12 | 250 | CS | $61.00 | $0.0051 | |
| Mavich | Approved Vendor E212TRW | 250 | CS | $110.05 | $0.0092 | |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack DSJW10-500CB | 250 | CS | $71.41 | $0.0143 | |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack DSJW10-500CB | 250 | CS | $73.13 | $0.0146 | |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack DSJW10-500CB | 250 | CS | $73.32 | $0.0147 | |

**Line 68 81721 - Stretch Wrap - Hand, 18"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Pollock Investments DBA Vertiv Pollock | Sigma HSC181565S24POLP | 250 | CS | $33.72 | $8.4300 | a |
| **Interboro Packaging Corp.** | **INT-SF1815-XH** | **250** | **CS** | **$34.34** | **$8.5850** | b |
| Central Poly Corproation | Sigma 181500 | 250 | CS | $37.50 | $9.3750 | |
| LAst Group Enterprises, Inc. | Western ECO01 | 250 | CS | $37.97 | $9.4925 | |
| Interboro Packaging Corp. | INT-SF1815-XH | 250 | CS | $38.84 | $9.7100 | |
| The LoveGreen Company, LLC | Prime Source HBH181570 | 250 | CS | $39.98 | $9.9950 | |
| Pollock Investments DBA Vertiv Pollock | Western ECO01 | 250 | CS | $42.61 | $10.6525 | |

d **Line 69 81010 - Thermolabels - ½" x 1¾"**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE |
|---|---|---|---|---|---|

**Line 70 81021 - Towel, Disposable - 12½ x 23**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **LAst Group Enterprises, Inc.** | **DWM1224-W** | **1500** | **CS** | **$27.29** | **$0.1365** | b |
| Pollock Investments DBA Vertiv Pollock | DWM-122-W | 1500 | CS | $29.41 | $0.1471 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Kimberly Clark 6053 | 1500 | CS | $29.97 | $0.1499 | |
| Pyramid School Products (Pyramid Paper Company) | Hospeco N-F310QCBA | 1500 | CS | $29.98 | $0.1999 | |

**Line 71 81030 - Towelette, Moist Hand - 10½ x 13**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| LAst Group Enterprises, Inc. | SQP 6700305 | 200 | CS | $16.62 | $0.0166 | f |
| **Pollock Investments DBA Vertiv Pollock** | **Amercare Royal RPPRF1MB** | **200** | **CS** | **$25.55** | **$0.0256** | b |
| Pollock Investments DBA Vertiv Pollock | Gojo 9026-1M | 200 | CS | $114.21 | $0.1142 | |
| Mavich | Gojo 6380-04 Grainger 825T90 | 200 | CS | $48.18 | $0.6023 | |

**Line 72 81141 - Tray, 6 Compartment, Biodegradable Styrofoam**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack FT6-500 | 30000 | CS | $29.18 | $0.0584 | g |
| **MyECOPlanet, LLC** | **D&W Fine Pack FT6-500** | **30000** | **CS** | **$29.98** | **$0.0600** | b |
| Macana Global, LLC | Reyma SLT6NM | 30000 | CS | $30.33 | $0.0607 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 0TH10601SGBX | 30000 | CS | $30.52 | $0.0610 | |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack FT6-500 | 30000 | CS | $33.03 | $0.0661 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 0TH10601SGBX | 30000 | CS | $33.73 | $0.0675 | |
| Gulf Coast Paper Co. | Pactiv 0TH10601SGBX | 30000 | CS | $35.37 | $0.0707 | |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack FT6-500 | 30000 | CS | $48.55 | $0.0971 | |

**Line 73 Tray, 5 or 6 Compartment, Compostable Fiber**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv YTH1S500SGBX | 30000 | CS | $18.94 | $0.0379 | c |
| Macana Global, LLC | Reyma SLT5RU | 30000 | CS | $20.79 | $0.0416 | c |
| Pollock Investments DBA Vertiv Pollock | Pactiv YTH10500SGBX | 30000 | CS | $20.93 | $0.0419 | c |
| Gulf Coast Paper Co. | Pactiv YTH10500SGBX | 30000 | CS | $21.95 | $0.0439 | c |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack FT5-500-CMP | 30000 | CS | $25.96 | $0.0519 | g |
| MyECOPlanet, LLC | DW Fine Pack FT5-500 | 30000 | CS | $27.13 | $0.0543 | c |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack FT5-500-CMP | 30000 | CS | $29.81 | $0.0596 | c |
| MyECOPlanet, LLC | DW Fine Pack FT6-500 | 30000 | CS | $29.98 | $0.0600 | c |
| **MyECOPlanet, LLC** | **MyEcoPlanet MEP-LT5** | **30000** | **CS** | **$34.75** | **$0.0695** | b |
| Pollock Investments DBA Vertiv Pollock | D&W Fine Pack FT5-500-CMP | 30000 | CS | $42.94 | $0.0859 | |

**Line 74 81151 - Tray, Coney, Waxed - 7 x 3.25 x 1.5**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| LAst Group Enterprises, Inc. | SQP 8114 | 200 | CS | $23.89 | $0.0239 | f |
| **Liberty Office Products (Liberty Data Products, Inc.)** | **SQP 8114** | **200** | **CS** | **$25.90** | **$0.0259** | b |
| The LoveGreen Company, LLC | Southern Champion Tray 0709 | 200 | CS | $40.80 | $0.0408 | |

**Line 75 81162 - Tray, Food - 1lb**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **MyECOPlanet, LLC** | **MyEcoPlanet MEP-FT-100R** | **1000** | **CS** | **$16.25** | **$0.0163** | b |
| The LoveGreen Company, LLC | Karat FP-FT100G | 1000 | CS | $20.94 | $0.0209 | |
| The LoveGreen Company, LLC | Karat FP-FT100K | 1000 | CS | $20.94 | $0.0209 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Nova NFT100 | 1000 | CS | $21.40 | $0.0214 | |
| LAst Group Enterprises, Inc. | SQP 8701 | 1000 | CS | $25.00 | $0.0250 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv D1TBWREL | 1000 | CS | $26.65 | $0.0267 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300696 | 1000 | CS | $30.20 | $0.0302 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv D1T | 1000 | CS | $30.42 | $0.0304 | |
| Gulf Coast Paper Co. | Pactiv D1T | 1000 | CS | $31.21 | $0.0312 | |
| Mavich | Approved Vendor EFT100 | 1000 | CS | $52.11 | $0.0521 | |
| Vox Printing | VOX CF001 | 1000 | CS | $52.83 | $0.0528 | |

**Line 76 81172 - Tray, Food - 2lb**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **MyECOPlanet, LLC** | **MyEcoPlanet MEP-FT-200R** | **1000** | **CS** | **$19.46** | **$0.0195** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Nova NFT200 | 1000 | CS | $23.70 | $0.0237 | |
| The LoveGreen Company, LLC | Karat FP-FT200G | 1000 | CS | $24.38 | $0.0244 | |
| The LoveGreen Company, LLC | Karat FP-FT200K | 1000 | CS | $24.38 | $0.0244 | |
| LAst Group Enterprises, Inc. | SQP 8702 | 1000 | CS | $26.95 | $0.0270 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv D2TBWREL | 1000 | CS | $31.54 | $0.0315 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv D2T | 1000 | CS | $35.63 | $0.0356 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300697 | 1000 | CS | $36.50 | $0.0365 | |
| Gulf Coast Paper Co. | Pactiv D2T | 1000 | CS | $36.55 | $0.0366 | |
| Vox Printing | Vox CF002 | 1000 | CS | $49.83 | $498.0000 | |
| Mavich | Approved vendor EFT200 | 1000 | CS | $75.11 | $0.0751 | |

**Line 77 81183 - Tray, Food - 3lb**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **MyECOPlanet, LLC** | **MyEcoPlanet MEP-FT-300R** | **3500** | **CS** | **$14.95** | **$0.0299** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Nova NFT300 | 3500 | CS | $19.90 | $0.0398 | |
| LAst Group Enterprises, Inc. | SQP 8703 | 3500 | CS | $20.00 | $0.0400 | |
| The LoveGreen Company, LLC | Karat FP-FT300G | 3500 | CS | $20.06 | $0.0401 | |
| The LoveGreen Company, LLC | Karat FP-FT300K | 3500 | CS | $20.06 | $0.0401 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv D3TBWREL | 3500 | CS | $25.69 | $0.0514 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv D3T | 3500 | CS | $28.70 | $0.0574 | |
| Gulf Coast Paper Co. | Pactiv D3T | 3500 | CS | $29.77 | $0.0595 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300699 | 3500 | CS | $32.51 | $0.0650 | |
| Vox Printing | Vox CF003 | 3500 | CS | $48.87 | $0.0977 | |
| Mavich | Approved Vendor EFT300 | 3500 | CS | $56.98 | $0.1140 | |

**Line 78 81184 - Tray, Food - 5lb**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **MyECOPlanet, LLC** | **MyEcoPlanet MEP-FT-500R** | **2500** | **CS** | **$19.95** | **$0.0399** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Nova NFT500 | 2500 | CS | $24.50 | $0.0490 | |
| LAst Group Enterprises, Inc. | SQP KariOut 7155 | 2500 | CS | $25.40 | $0.0508 | |
| The LoveGreen Company, LLC | Karat FP-FT500G | 2500 | CS | $26.88 | $0.0538 | |
| The LoveGreen Company, LLC | Karat FP-FT500K | 2500 | CS | $26.88 | $0.0538 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv D5TBWREL | 2500 | CS | $32.89 | $0.0658 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv D5T | 2500 | CS | $36.74 | $0.0735 | |
| Gulf Coast Paper Co. | Pactiv D5T | 2500 | CS | $38.11 | $0.0762 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300700 | 2500 | CS | $38.21 | $0.0764 | |
| Vox Printing | Vox CF004 | 2500 | CS | $53.97 | $0.1079 | |
| Mavich | Approved Vendor EFT500 | 2500 | CS | $76.72 | $0.1534 | |

**Line 79 81041 - Wrap, Film - 12" x 2000'**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution J20004597** | **500** | **EACH** | **$8.95** | **$8.9500** | b |
| Pollock Investments DBA Vertiv Pollock | Western 122Z | 500 | EACH | $10.65 | $10.6500 | |
| The LoveGreen Company, LLC | Karat FW-WNG1220 | 500 | EACH | $11.22 | $11.2200 | |
| Johnson Bros. Bakery Supply Inc | Interplast 00762935010911 | 500 | EACH | $11.68 | $11.6800 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EFF122 | 500 | EACH | $12.75 | $12.7500 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 9059 Sysco 0496026 | 500 | EACH | $14.56 | $14.5600 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 910SC | 500 | EACH | $16.46 | $16.4600 | |
| Mavich | Approved Vendor 405618 | 500 | EACH | $21.65 | $21.6500 | |
| Central Poly Corproation | Sigma 122 | 500 | EACH | $43.66 | $43.6600 | |

**Line 80 81051 - Wrap, Film - 18" x 2000'**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution J20004598** | **100** | **EACH** | **$12.15** | **$12.1500** | b |
| The LoveGreen Company, LLC | Karat FW-WNG1820 | 100 | EACH | $15.63 | $15.6300 | |
| Pollock Investments DBA Vertiv Pollock | Western 182Z | 100 | EACH | $16.21 | $16.2100 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EFF182 | 100 | EACH | $16.50 | $16.5000 | |
| Johnson Bros. Bakery Supply Inc | Interplast 00762935010898 | 100 | EACH | $17.11 | $17.1100 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 9060 Sysco 0496034 | 100 | EACH | $17.36 | $17.3600 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 914SC | 100 | EACH | $19.84 | $19.8400 | |
| Mavich | Approved Vendor 405799 | 100 | EACH | $29.49 | $29.4900 | |
| Central Poly Corproation | Sigma 182 | 100 | EACH | $39.66 | $39.6600 | |

**Line 81 81061 - Wrap, Film - 24" x 2000'**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| **Daxwell Distribution** | **Daxwell Distribution J20004672** | **200** | **EACH** | **$17.51** | **$17.5100** | b |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EFF242 | 200 | EACH | $19.99 | $19.9900 | |
| The LoveGreen Company, LLC | Karat FW-WNG2420 | 200 | EACH | $21.47 | $21.4700 | |
| Johnson Bros. Bakery Supply Inc | Interplast 00762935010904 | 200 | EACH | $22.73 | $22.7300 | |
| Pollock Investments DBA Vertiv Pollock | Western 142Z | 200 | EACH | $23.73 | $23.7300 | |
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 9069 Sysco 3302601 | 200 | EACH | $27.12 | $27.1200 | |
| Pollock Investments DBA Vertiv Pollock | Pactiv 916SC | 200 | EACH | $30.65 | $30.6500 | |
| Central Poly Corproation | Sigma 242 | 200 | EACH | $51.93 | $51.9300 | |

**Line 82 81462 - Wrap, Foil, Blue Design - 10 x 13**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 7513 Sysco 4436580 | 350 | CS | $72.35 | $0.0289 | c |
| **LAst Group Enterprises, Inc.** | **Brown 5C13-2CB** | **350** | **CS** | **$68.29** | **$0.0341** | b |
| Pollock Investments DBA Vertiv Pollock | Pactiv 7513 | 350 | CS | $81.72 | $0.0327 | |
| Gulf Coast Paper Co. | Pactiv 7513 | 350 | CS | $83.83 | $0.0335 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300829 | 350 | CS | $128.40 | $0.0642 | |
| The LoveGreen Company, LLC | Novolex 300829 | 350 | CS | $190.45 | $0.0952 | |

**Line 83 81480 - Wrap, Foil, Plain - 10 x 13**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 7524 Sysco 4123717 | 450 | CS | $74.10 | $0.0296 | c |
| Pollock Investments DBA Vertiv Pollock | Western 5532 | 450 | CS | $63.36 | $0.0318 | c |
| Pollock Investments DBA Vertiv Pollock | Pactiv 7524 | 450 | CS | $83.69 | $0.0335 | c |
| **LAst Group Enterprises, Inc.** | **Brown 5C13** | **450** | **CS** | **$85.00** | **$0.0340** | b |
| Gulf Coast Paper Co. | Pactiv 7524 | 450 | CS | $85.85 | $0.0343 | |
| Liberty Office Products (Liberty Data Products, Inc.) | Empress EMPCF1410 | 450 | CS | $92.69 | $0.0371 | |
| The LoveGreen Company, LLC | Novolex 1310FLS | 450 | CS | $112.60 | $0.0450 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300809 | 450 | CS | $123.64 | $0.0618 | |

**Line 84 81450 - Wrap, Foil, Red Design - 10 x 13**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 7512 Sysco 4121885 | 450 | CS | $71.92 | $0.0288 | c |
| Pollock Investments DBA Vertiv Pollock | Pactiv 7512 | 450 | CS | $81.23 | $0.0325 | c |
| Gulf Coast Paper Co. | Pactiv 7512 | 450 | CS | $83.33 | $0.0333 | c |
| **LAst Group Enterprises, Inc.** | **Brown 5C13-CR** | **450** | **CS** | **$68.29** | **$0.0341** | b |
| Pollock Investments DBA Vertiv Pollock | BAGCRAFT 300827 | 450 | CS | $128.40 | $0.0642 | |
| The LoveGreen Company, LLC | Novolex 1310FLS | 450 | CS | $198.66 | $0.0795 | |

**Line 85 81472 - Wrap, Foil, Yellow Design - 10 x 13**

| SUPPLIER | BRAND / PRODUCT CODE | QTY | UOM | CASE PRICE | EACH PRICE | |
|---|---|---|---|---|---|---|
| Sysco Houston, Inc (Sysco USA 1) | Pactiv 7511 Sysco 4170494 | 250 | CS | $74.50 | $0.0298 | c |
| Pollock Investments DBA Vertiv Pollock | Pactiv 7511 | 250 | CS | $84.70 | $0.0339 | c |
| **LAst Group Enterprises, Inc.** | **Brown 5C13-2CY** | **250** | **CS** | **$68.29** | **$0.0341** | b |
| Gulf Coast Paper Co. | Pactiv 7511 | 250 | CS | $86.89 | $0.0348 | |
| Pollock Investments DBA Vertiv Pollock | BagCraft 300828 | 250 | CS | $128.40 | $0.0642 | |
| The LoveGreen Company, LLC | Novolex 1310FLS | 250 | CS | $200.00 | $0.0800 | |

**Cypress-Fairbanks Independent School District**
**Nutrition Services Department**
11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 11/05/2025
RE: Disposable Products for Nutrition Services 26-01-3841

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The purpose of this memo is to explain the evaluation scoring for the Disposable Products for Nutrition Services 26-01-3841 bid. The vendor awarded has the highest scores per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria include purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter

Suzy Hunter
Nutrition Services Director

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Darin Crawford**
**Assistant Superintendent for Support Services**

**From:** **Suzy Hunter**
**Nutrition Services Director**

**Date:** **November 5, 2025**

**Re:** **Fleet and Material Handling Equipment Maintenance for Nutrition Services**
**Contract #25-12-3961**

The following bids were received and opened at 1:00 p.m., Friday, October 17, 2025, as advertised and specified in documents concerning **Contract #25-12-3961 Fleet and Material Handling Equipment Maintenance for Nutrition Services.** The bids received are located on pages 2-3.

[a] Overall best value to the District based on user department evaluation.
[b] Does not offer best value to the District based on user department evaluation.
[c] Does not meet bid conditions.
[d] No award.

**Recommendation:** **Elite Material Handling, LLC**
**FleetPride Heavy Duty Parts & Service**
**HiggMark Maintenance Services, LLC**
**Holt Truck Centers**
**Quality Reefer Service, INC**
**Thermo King of Houston LLC**

**Estimated Expenditure:** **$201,515.80**

**Contract Term:** **December 16, 2025 - December 15, 2026**

**Renewal:** **2 Years**

pm

**Line 1 Preventive Maintenance for Thermo King up to T-800 Series Refrigeration Unit**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Thermo King of Houston LLC** | **30** | **EA** | **$470.00** | **$14,100.00** [a] |
| Quality Reefer Service, INC | 30 | EA | $486.93 | $14,607.90 |

**Line 2 Preventive Maintenance for Thermo King T-1090 Refrigeration Unit**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Thermo King of Houston LLC** | **7** | **EA** | **$470.00** | **$3,290.00** [a] |
| Quality Reefer Service, INC | 7 | EA | $510.30 | $3,572.10 |

**Line 3 Preventive Maintenance for Thermo King SB210 Refrigeration Unit**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| Quality Reefer Service, INC | 3 | EA | $574.15 | $1,722.45 [b] |
| **Thermo King of Houston LLC** | **3** | **EA** | **$575.00** | **$1,725.00** [a] |

**Line 4 Preventive Maintenance for Zanotti UNO800 Refrigeration Unit**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Quality Reefer Service, INC** | **2** | **EA** | **$596.30** | **$1,192.60** [a] |

**Line 5 Preventive Maintenance for Liftgate: Maxxon; Waltco**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| Elite Material Handling, LLC | 35 | EA | $89.00 | $3,115.00 [c] |
| **FleetPride Heavy Duty Parts & Service** | **35** | **EA** | **$240.00** | **$8,400.00** [a] |
| Thermo King of Houston LLC | 35 | EA | $312.00 | $10,920.00 |

**Line 6 Rate per Trip to Perform Service at CFISD**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Thermo King of Houston LLC** | **30** | **EA** | **$52.00** | **$1,560.00** [a] |
| **FleetPride Heavy Duty Parts & Service** | **30** | **EA** | **$120.00** | **$3,600.00** [a] |
| Elite Material Handling, LLC | 30 | EA | $160.00 | $4,800.00 [c] |
| **Quality Reefer Service, INC** | **30** | **EA** | **$255.00** | **$7,650.00** [a] |

**Line 7 Repair for Refrigeration Unit: Thermo King; Zanotti - Hourly Labor Rate for Mechanical and Body Shop Repair**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Quality Reefer Service, INC** | **1** | **Hour** | **$165.00** | **$165.00** [a] |
| **Thermo King of Houston LLC** | **1** | **Hour** | **$195.00** | **$195.00** [a] |

**Line 8 Repair for Liftgate Equipment: Waltco; Maxon; Tommy - Hourly Labor Rate for Mechanical and Body Shop Repair**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| Elite Material Handling, LLC | 1 | Hour | $89.00 | $89.00 [c] |
| **Thermo King of Houston LLC** | **1** | **Hour** | **$115.00** | **$115.00** [a] |
| FleetPride Heavy Duty Parts & Service | 1 | Hour | $120.00 | $120.00 |

[d] **Line 9 Repair for Vehicle: Chevrolet; Ford; GMC - Hourly Labor Rate for Mechanical**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|

[d] **Line 10 Repair for Vehicle: Chevrolet; Ford; GMC - Hourly Labor Rate for Body Shop Repair**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|

**Line 11 Repair for International Truck - Hourly Labor Rate for Mechanical**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Holt Truck Centers** | **1** | **Hour** | **$195.00** | **$195.00** [a] |

**Line 12 Repair for International Truck Body: Knapheide; Mickey; Morgan; Supreme - Hourly Labor Rate for Body Shop Repair**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Holt Truck Centers** | **1** | **Hour** | **$110.00** | **$110.00** [a] |
| **Thermo King of Houston LLC** | **1** | **Hour** | **$115.00** | **$115.00** [a] |
| FleetPride Heavy Duty Parts & Service | 1 | Hour | $120.00 | $120.00 |

**Line 13 Preventive Maintenance for Pallet Jack: Crown; Raymond; Yale**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Elite Material Handling, LLC** | **40** | **EA** | **$45.00** | **$1,800.00** [a] |
| HiggMark Maintenance Services, LLC | 40 | EA | $311.00 | $12,440.00 |

**Line 14 Preventive Maintenance for Forklift: Crown RC5000, TSP 6500; Doosan D255 Diesel; Mitsubishi; Yale, Yale GDP Diesel**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Elite Material Handling, LLC** | **15** | **EA** | **$200.00** | **$3,000.00** [a] |
| HiggMark Maintenance Services, LLC | 15 | EA | $491.00 | $7,365.00 |

**Line 15 Preventive Maintenance for Floor Care Equipment: Champ; Timberline**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **Elite Material Handling, LLC** | **5** | **EA** | **$85.00** | **$425.00** [a] |
| HiggMark Maintenance Services, LLC | 5 | EA | $311.00 | $1,555.00 |

**Line 16 Repair for Material Handling Equipment: Crown; Doosan; Mitsubishi; Raymond; Yale - Hourly Labor Rate for Mechanical and Body Shop Repair**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **HiggMark Maintenance Services, LLC** | **1** | **Hour** | **$120.00** | **$120.00** [a] |
| Elite Material Handling, LLC | 1 | Hour | $175.00 | $175.00 |

**Line 17 Repair for Floor Care Equipment: Timberline; Wrangler - Hourly Labor Rate for Mechanical and Body Shop Repair**

| SUPPLIER | QTY | UOM | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| **HiggMark Maintenance Services, LLC** | **1** | **Hour** | **$120.00** | **$120.00** [a] |
| Elite Material Handling, LLC | 1 | Hour | $175.00 | $175.00 |

**Cypress-Fairbanks Independent School District**
**Nutrition Services Department**
11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services

FROM: Suzy Hunter, Nutrition Services Director

DATE: 11/5/2025

RE: Fleet and Material Handling Equipment Maintenance for Nutrition Services 25-12-3961

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The purpose of this memo is to explain the evaluation scoring for the Fleet and Material Handling Equipment Maintenance for Nutrition Services 25-12-3961 bid. The vendors awarded have the highest scores per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria include purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter

Suzy Hunter
Nutrition Services Director

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Darin Crawford**
**Assistant Superintendent for Support Services**

**From:** **James Briscoe**
**Director of Procurement Services**

**Date:** **December 1, 2025**

**Re:** **Library Books, Textbooks, and Instructional Materials**
**Annual Contract #25-04-4430RFP**

The following proposals were received and opened at 10:00 a.m., Wednesday, February 19, 2025, as advertised and specified in documents concerning **Annual Contract #25-04-4430RFP Library Books, Textbooks, and Instructional Materials.** The proposals received are located on pages 2-12.

Award contracts to each of the vendors listed at the discount noted.

**Estimated Expenditure:** **$9,000,000.00**

**Contract Term:** **December 15, 2025 - April 30, 2026**

**Renewal:** **2 Years**

kj

**Line 1 Minimum Discount Offered-Library/Books and Publications - Reference Books, new or used**

| SUPPLIER | PERCENT OFF |
|---|---|
| World Book Inc. | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Youthlight, Inc. | 0.0% |
| A to Z Books, LLC | 0.0% |
| PRO-ED, Inc. | 0.0% |
| Social Studies School Service | 0.0% |
| The Penworthy Company | 0.0% |
| Mackin Educational Resources (Mackin Book Company) | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| QEP Professional Books (QEP, Inc.) | 0.0% |
| Rainbow Book Company | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| Junior Library Guild (MT Library Services, INC) | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| PRESTWICK HOUSE, INC. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| REALLY GOOD STUFF | 3.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Earlychildhood LLC (Discount School Supply) | 5.0% |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | 6.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 10.0% |
| Escue and Associates (LEKTRO Inc) | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| SRL Publications | 15.0% |
| Blue Willow Bookshop (VBK Inc) | 15.0% |
| Texas Book Distribution, LLC | 20.0% |
| Lerner Publishing Group | 25.0% |
| Booksource (GL group, Inc.) | 25.0% |
| Express Booksellers (Express Booksellers, LLC) | 25.0% |
| The Reading Warehouse | 27.0% |
| BOUND TO STAY BOUND BOOKS, INC. | 30.0% |
| Bellwether Media | 30.0% |
| The Child's World, Inc. | 30.0% |
| Superior Text, LLC | 35.0% |

**Line 2 Minimum Discount Offered Library/Books and Publications - Class A Binding with LBI Specifications**

| SUPPLIER | PERCENT OFF |
|---|---|
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| The Penworthy Company | 0.0% |
| Junior Library Guild (MT Library Services, INC) | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Scholastic Inc. | 0.0% |
| Rainbow Book Company | 0.0% |
| World Book Inc. | 0.0% |
| PRESTWICK HOUSE, INC. | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Youthlight, Inc. | 0.0% |
| National Educational Systems, Inc. | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| Mackin Educational Resources (Mackin Book Company) | 8.0% |
| Escue and Associates (LEKTRO Inc) | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| SRL Publications | 15.0% |
| Capstone (Coughlan Companies, Inc.) | 25.0% |
| Lerner Publishing Group | 25.0% |
| The Reading Warehouse | 27.0% |

**Line 3 Minimum Discount Offered Library/Books and Publications - General Trade Bindings**

| SUPPLIER | PERCENT OFF |
|---|---|
| World Book Inc. | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| The Penworthy Company | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| Junior Library Guild (MT Library Services, INC) | 0.0% |
| Scholastic Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| QEP Professional Books (QEP, Inc.) | 0.0% |
| Rainbow Book Company | 0.0% |
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| Youthlight, Inc. | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Saddleback Educational, Inc. | 0.0% |
| REALLY GOOD STUFF | 3.0% |
| National Educational Systems, Inc. | 5.0% |
| Earlychildhood LLC (Discount School Supply) | 5.0% |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | 6.0% |
| Mackin Educational Resources (Mackin Book Company) | 8.0% |
| A to Z Books, LLC | 10.0% |
| Escue and Associates (LEKTRO Inc) | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| SRL Publications | 15.0% |
| Blue Willow Bookshop (VBK Inc) | 15.0% |
| Texas Book Distribution, LLC | 25.0% |
| Lerner Publishing Group | 25.0% |
| Express Booksellers (Express Booksellers, LLC) | 25.0% |
| Booksource (GL group, Inc.) | 25.0% |
| The Reading Warehouse | 27.0% |
| BOUND TO STAY BOUND BOOKS, INC. | 30.0% |
| Garrett Book Company | 30.0% |
| Bellwether Media | 30.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 37.0% |
| Superior Text, LLC | 38.0% |

**Line 4 Minimum Discount Offered Library/Books and Publications - Prebound Library Bindings**

| SUPPLIER | PERCENT OFF |
|---|---|
| Perfection Learning Corporation | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| A to Z Books, LLC | 0.0% |
| Youthlight, Inc. | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| The Penworthy Company | 0.0% |
| Rainbow Book Company | 0.0% |
| World Book Inc. | 0.0% |
| REALLY GOOD STUFF | 3.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| Earlychildhood LLC (Discount School Supply) | 5.0% |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | 6.0% |
| Mackin Educational Resources (Mackin Book Company) | 8.0% |
| Escue and Associates (LEKTRO Inc) | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| SRL Publications | 15.0% |
| Booksource (GL group, Inc.) | 25.0% |
| Express Booksellers (Express Booksellers, LLC) | 25.0% |
| The Reading Warehouse | 27.0% |
| Bellwether Media | 30.0% |
| BOUND TO STAY BOUND BOOKS, INC. | 30.0% |
| Superior Text, LLC | 38.0% |

**Line 5 Minimum Discount Offered Library/Books and Publications - Paperback Books**

| SUPPLIER | PERCENT OFF |
|---|---|
| World Book Inc. | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Flyleaf Publishing, LLC | 0.0% |
| Youthlight, Inc. | 0.0% |
| PRO-ED, Inc. | 0.0% |
| William H. Sadlier | 0.0% |
| Lerner Publishing Group | 0.0% |
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| Scholastic Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Junior Library Guild (MT Library Services, INC) | 0.0% |
| Rainbow Book Company | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| QEP Professional Books (QEP, Inc.) | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Jarrett Publishing Company | 0.0% |
| The Penworthy Company | 0.0% |
| Capstone (Coughlan Companies, Inc.) | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| Bellwether Media | 0.0% |
| Saddleback Educational, Inc. | 0.0% |
| PRESTWICK HOUSE, INC. | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| SDC Publications | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| REALLY GOOD STUFF | 3.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| Escue and Associates (LEKTRO Inc) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Earlychildhood LLC (Discount School Supply) | 5.0% |
| Funtastic Learning Toys (Future Business Ventures, Ltd. Co.) | 5.0% |
| Mackin Educational Resources (Mackin Book Company) | 8.0% |
| A to Z Books, LLC | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| SRL Publications | 15.0% |
| Blue Willow Bookshop (VBK Inc) | 15.0% |
| BOUND TO STAY BOUND BOOKS, INC. | 18.0% |
| Texas Book Distribution, LLC | 25.0% |
| Building Knowledge Everyday | 25.0% |
| Goodheart-Willcox Publisher (The Goodheart-Willcox Company, Inc.) | 25.0% |
| Booksource (GL group, Inc.) | 25.0% |
| Express Booksellers (Express Booksellers, LLC) | 25.0% |
| The Reading Warehouse | 27.0% |
| Perfection Learning Corporation | 30.0% |
| School Specialty, LLC | 35.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 37.0% |
| Superior Text, LLC | 38.0% |

**Line 6 Minimum Discount Offered Library/Books and Publications - Digital Books**

| SUPPLIER | PERCENT OFF |
|---|---|
| Jarrett Publishing Company | 0.0% |
| World Book Inc. | 0.0% |
| Perfection Learning Corporation | 0.0% |
| OverDrive, Inc. | 0.0% |
| Maker Maven, LLC | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| First Choice Educational Publishing | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| Bellwether Media | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Youthlight, Inc. | 0.0% |
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| Davis Publications, Inc. | 0.0% |
| PRO-ED, Inc. | 0.0% |
| William H. Sadlier | 0.0% |
| Rainbow Book Company | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| Scholastic Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| SRL Publications | 0.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| Mackin Educational Resources (Mackin Book Company) | 5.0% |
| Escue and Associates (LEKTRO Inc) | 10.0% |
| Superior Text, LLC | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| Goodheart-Willcox Publisher (The Goodheart-Willcox Company, Inc.) | 25.0% |
| Lerner Publishing Group | 25.0% |
| Capstone (Coughlan Companies, Inc.) | 25.0% |
| The Child's World, Inc. | 30.0% |

**Line 7 Minimum Discount Offered Library/Books and Publications - Audio Books**

| SUPPLIER | PERCENT OFF |
|---|---|
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| OverDrive, Inc. | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| Rainbow Book Company | 0.0% |
| World Book Inc. | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| REALLY GOOD STUFF | 3.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| Mackin Educational Resources (Mackin Book Company) | 5.0% |
| BOUND TO STAY BOUND BOOKS, INC. | 5.0% |
| Funtastic Learning Toys (Future Business Ventures, Ltd. Co.) | 5.0% |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | 6.0% |
| Escue and Associates (LEKTRO Inc) | 10.0% |
| Express Booksellers (Express Booksellers, LLC) | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| Superior Text, LLC | 10.0% |
| SRL Publications | 15.0% |
| Weston Woods Studios, Inc | 20.0% |
| Lerner Publishing Group | 25.0% |

**Line 8 Minimum Discount Offered Library /Books and Publications - Audio Visual Materials**

| SUPPLIER | PERCENT OFF |
|---|---|
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Essential Skills Software Inc. | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| PRO-ED, Inc. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Maker Maven, LLC | 0.0% |
| SRL Publications | 0.0% |
| World Book Inc. | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| Mackin Educational Resources (Mackin Book Company) | 3.0% |
| Funtastic Learning Toys (Future Business Ventures, Ltd. Co.) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| Weston Woods Studios, Inc | 10.0% |
| Express Booksellers (Express Booksellers, LLC) | 10.0% |
| Follett Content Solutions, LLC | 10.0% |
| School Specialty, LLC | 35.0% |

**Line 9 Minimum Discount Offered Library/Books and Publications - Magazines and Newspapers (Paper)**

| SUPPLIER | PERCENT OFF |
|---|---|
| Scholastic Inc. | 0.0% |
| World Book Inc. | 0.0% |
| SRL Publications | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Junior Library Guild (MT Library Services, INC) | 5.0% |
| Cox Subscriptions, Inc. (WT Cox Subscriptions) | 20.0% |
| Magazine Subscriptions PTP | 30.0% |

**Line 10 Minimum Discount Offered Library/Books and Publications - Magazines and Newspapers (Online)**

| SUPPLIER | PERCENT OFF |
|---|---|
| Scholastic Inc. | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| World Book Inc. | 0.0% |
| SRL Publications | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| OverDrive, Inc. | 0.0% |
| Junior Library Guild (MT Library Services, INC) | 5.0% |
| Cox Subscriptions, Inc. (WT Cox Subscriptions) | 20.0% |
| Magazine Subscriptions PTP | 30.0% |

**Line 11 Minimum Discount Offered Library/Supplies - Audio Visual Supplies**

| SUPPLIER | PERCENT OFF |
|---|---|
| The Burmax Co., Inc. | 0.0% |
| Brooks Duplicator Company | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| PRO-ED, Inc. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Maker Maven, LLC | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| World Book Inc. | 0.0% |
| SRL Publications | 0.0% |
| DEMCO, Inc. | 0.0% |
| Funtastic Learning Toys (Future Business Ventures, Ltd. Co.) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| QUILL CORPORATION | 5.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| Follett Content Solutions, LLC | 10.0% |
| School Specialty, LLC | 35.0% |

**Line 12 Minimum Discount Offered Library/Supplies - Library Supplies**

| SUPPLIER | PERCENT OFF |
|---|---|
| DEMCO, Inc. | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| Youthlight, Inc. | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Maker Maven, LLC | 0.0% |
| World Book Inc. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| SRL Publications | 0.0% |
| National Educational Systems, Inc. | 0.0% |
| REALLY GOOD STUFF | 3.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| Earlychildhood LLC (Discount School Supply) | 5.0% |
| Funtastic Learning Toys (Future Business Ventures, Ltd. Co.) | 5.0% |
| Follett Content Solutions, LLC | 10.0% |
| QUILL CORPORATION | 15.0% |
| School Specialty, LLC | 35.0% |

**Line 13 Complete processing per book and audio visual items, including bar codes and spine labels**

| SUPPLIER | PERCENT OFF |
|---|---|
| Mackin Educational Resources (Mackin Book Company) | $0.00 |
| Garrett Book Company | $0.00 |
| Capstone (Coughlan Companies, Inc.) | $0.00 |
| The Penworthy Company | $0.00 |
| Scholastic Inc. | $0.00 |
| Escue and Associates (LEKTRO Inc) | $0.00 |
| The Child's World, Inc. | $0.00 |
| Follett Content Solutions, LLC | $0.00 |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | $0.00 |
| SRL Publications | $0.00 |
| BOUND TO STAY BOUND BOOKS, INC. | $0.00 |
| World Book Inc. | $0.00 |
| Weston Woods Studios, Inc | $0.00 |
| Gumdrop Books (Central Programs Inc.) | $0.58 |
| Lerner Publishing Group | $0.60 |
| Cox Subscriptions, Inc. (WT Cox Subscriptions) | $0.80 |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | $0.84 |
| The Reading Warehouse | $0.99 |
| Rainbow Book Company | $1.00 |
| Bellwether Media | $1.00 |
| Libraria (Children's Plus, Inc.) | $1.00 |
| Junior Library Guild (MT Library Services, INC) | $2.00 |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | $2.15 |
| National Healthcareer Association (Austin) | $89.00 |

**Line 14 Bar Codes Only (compatible with Destiny Library Manager)**

| SUPPLIER | PERCENT OFF |
|---|---|
| BOUND TO STAY BOUND BOOKS, INC. | $0.00 |
| Follett Content Solutions, LLC | $0.00 |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | $0.00 |
| World Book Inc. | $0.00 |
| Rosen Classroom (The Rosen Publishing Group, Inc) | $0.00 |
| Mackin Educational Resources (Mackin Book Company) | $0.00 |
| Weston Woods Studios, Inc | $0.00 |
| Garrett Book Company | $0.00 |
| Gumdrop Books (Central Programs Inc.) | $0.00 |
| Capstone (Coughlan Companies, Inc.) | $0.00 |
| The Penworthy Company | $0.00 |
| Scholastic Inc. | $0.00 |
| Escue and Associates (LEKTRO Inc) | $0.00 |
| The Child's World, Inc. | $0.00 |
| SRL Publications | $0.00 |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | $0.23 |
| Rainbow Book Company | $0.25 |
| Libraria (Children's Plus, Inc.) | $0.25 |
| Lerner Publishing Group | $0.25 |
| Junior Library Guild (MT Library Services, INC) | $0.30 |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | $0.34 |
| The Reading Warehouse | $0.99 |
| Bellwether Media | $1.00 |
| National Healthcareer Association (Austin) | $49.00 |

**Line 15 Spine Labels Only**

| SUPPLIER | PERCENT OFF |
|---|---|
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | $0.00 |
| Follett Content Solutions, LLC | $0.00 |
| World Book Inc. | $0.00 |
| Rosen Classroom (The Rosen Publishing Group, Inc) | $0.00 |
| BOUND TO STAY BOUND BOOKS, INC. | $0.00 |
| Weston Woods Studios, Inc | $0.00 |
| Garrett Book Company | $0.00 |
| Mackin Educational Resources (Mackin Book Company) | $0.00 |
| Gumdrop Books (Central Programs Inc.) | $0.00 |
| Capstone (Coughlan Companies, Inc.) | $0.00 |
| The Penworthy Company | $0.00 |
| Escue and Associates (LEKTRO Inc) | $0.00 |
| The Child's World, Inc. | $0.00 |
| Scholastic Inc. | $0.00 |
| SRL Publications | $0.00 |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | $0.23 |
| Rainbow Book Company | $0.25 |
| Lerner Publishing Group | $0.25 |
| Libraria (Children's Plus, Inc.) | $0.25 |
| Baker & Taylor LLC (BTAC UNITED ACQUISITION HOLDING COMPANY) | $0.34 |
| The Reading Warehouse | $0.99 |
| Bellwether Media | $1.00 |
| National Healthcareer Association (Austin) | $69.00 |

**Line 16 Technology-Based Learning Mediums**

| SUPPLIER | PERCENT OFF |
|---|---|
| Fluidity Software, Inc. | 30.0% |
| Goodheart-Willcox Publisher (The Goodheart-Willcox Company, Inc.) | 25.0% |
| Weston Woods Studios, Inc | 10.0% |
| Tunstall's Teaching Tidbits LLC | 10.0% |
| Innov8 TX (Parachute RGV LLC) | 10.0% |
| B.E. Publishing | 10.0% |
| Mackin Educational Resources (Mackin Book Company) | 5.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| Attainment Company, Inc. | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| Beable Education, Inc. | 2.0% |
| Empowering Writers | 1.0% |
| SDC Publications | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Avant Assessment, LLC | 0.0% |
| Accelerate Learning Inc. | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| McGraw-Hill School Education, LLC | 0.0% |
| Davis Publications, Inc. | 0.0% |
| PRO-ED, Inc. | 0.0% |
| William H. Sadlier | 0.0% |
| World Book Inc. | 0.0% |
| Macmillan Learning LLC, d/b/a MPS, c/o Bedford Freeman and Worth Publishing Group | 0.0% |
| Pearson Education Inc. | 0.0% |
| Forde-Ferrier, LLC | 0.0% |
| W.W. Norton & Company | 0.0% |
| SRL Publications | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Libraria (Children's Plus, Inc.) | 0.0% |
| Follett Content Solutions, LLC | 0.0% |
| Continental (The Continental Press Inc) | 0.0% |
| Essential Skills Software Inc. | 0.0% |
| OverDrive, Inc. | 0.0% |
| Lexia Learning Systems LLC | 0.0% |
| Rosen Classroom (The Rosen Publishing Group, Inc) | 0.0% |
| Maker Maven, LLC | 0.0% |
| Handwriting Without Tears (No Tears Learning) | 0.0% |
| RALLY! Education | 0.0% |
| Capstone (Coughlan Companies, Inc.) | 0.0% |
| Gumdrop Books (Central Programs Inc.) | 0.0% |
| National Educational Systems, Inc. | 0.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| Lone Star Learning (Lone Star Learning Sales & Marketing, Inc.) | 0.0% |
| QuaverEd, Inc | 0.0% |
| Rainbow Book Company | 0.0% |
| Cengage Learning, Inc. | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| Istation (Imagination Station, Inc.) | 0.0% |
| Scholastic Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Studies Weekly (American Legacy Publishing) | 0.0% |
| Mountain Math/Language, LLC | 0.0% |
| Youthlight, Inc. | 0.0% |
| Sirius Education Solutions (Sirius Education Solutions LLC) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |

**Line 17 Minimum Discount Offered/Books and Publications - Textbooks, New**

| SUPPLIER | PERCENT OFF |
|---|---|
| Perfection Learning Corporation | 30.0% |
| The Reading Warehouse | 27.0% |
| Goodheart-Willcox Publisher (The Goodheart-Willcox Company, Inc.) | 25.0% |
| Texas Book Distribution, LLC | 20.0% |
| Tunstall's Teaching Tidbits LLC | 10.0% |
| B.E. Publishing | 10.0% |
| Express Booksellers (Express Booksellers, LLC) | 10.0% |
| Superior Text, LLC | 7.0% |
| Attainment Company, Inc. | 5.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| REALLY GOOD STUFF | 3.0% |
| Empowering Writers | 1.0% |
| McGraw-Hill School Education, LLC | 0.0% |
| Social Studies School Service | 0.0% |
| Davis Publications, Inc. | 0.0% |
| PRO-ED, Inc. | 0.0% |
| William H. Sadlier | 0.0% |
| SDC Publications | 0.0% |
| PRESTWICK HOUSE, INC. | 0.0% |
| Mountain Math/Language, LLC | 0.0% |
| Youthlight, Inc. | 0.0% |
| A to Z Books, LLC | 0.0% |
| Accelerate Learning Inc. | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| Studies Weekly (American Legacy Publishing) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| W.W. Norton & Company | 0.0% |
| Macmillan Learning LLC, d/b/a MPS, c/o Bedford Freeman and Worth Publishing Group | 0.0% |
| Cengage Learning, Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| QEP Professional Books (QEP, Inc.) | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Handwriting Without Tears (No Tears Learning) | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Jarrett Publishing Company | 0.0% |
| Pearson Education Inc. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Follett Content Solutions, LLC | 0.0% |
| World Book Inc. | 0.0% |
| SRL Publications | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| First Choice Educational Publishing | 0.0% |

**Line 18 Minimum Discount Offered/Books and Publications - Textbooks, Used**

| SUPPLIER | PERCENT OFF |
|---|---|
| Superior Text, LLC | 15.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 10.0% |
| Tunstall's Teaching Tidbits LLC | 10.0% |
| SRL Publications | 0.0% |
| World Book Inc. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |
| Mountain Math/Language, LLC | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Accelerate Learning Inc. | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| Social Studies School Service | 0.0% |

**Line 19 Minimum Discount Offered/Books and Publications - Workbooks and Supplemental Instructional Materials**

| SUPPLIER | PERCENT OFF |
|---|---|
| School Specialty, LLC | 35.0% |
| The Reading Warehouse | 27.0% |
| Booksource (GL group, Inc.) | 25.0% |
| Goodheart-Willcox Publisher (The Goodheart-Willcox Company, Inc.) | 25.0% |
| Texas Book Distribution, LLC | 20.0% |
| Tunstall's Teaching Tidbits LLC | 10.0% |
| B.E. Publishing | 10.0% |
| Express Booksellers (Express Booksellers, LLC) | 10.0% |
| Learning Zone (Kimco Educational Products, Inc.) | 10.0% |
| Innov8 TX (Parachute RGV LLC) | 10.0% |
| Forde-Ferrier, LLC | 10.0% |
| Mackin Educational Resources (Mackin Book Company) | 8.0% |
| Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC) | 5.0% |
| National Educational Systems, Inc. | 5.0% |
| Attainment Company, Inc. | 5.0% |
| Textbook Warehouse (Textbook Warehouse, LLC) | 5.0% |
| Earlychildhood LLC (Discount School Supply) | 5.0% |
| Funtastic Learning Toys (Future Business Ventures, Ltd. Co.) | 5.0% |
| Superior Text, LLC | 5.0% |
| REALLY GOOD STUFF | 3.0% |
| Just Right Reader, Inc. | 3.0% |
| Empowering Writers | 1.0% |
| Heinemann (Greenwood Publishing) | 0.0% |
| Jarrett Publishing Company | 0.0% |
| Rainbow Book Company | 0.0% |
| Houghton Mifflin Harcourt Publishing Company | 0.0% |
| Brooks Duplicator Company | 0.0% |
| Cengage Learning, Inc. | 0.0% |
| The Burmax Co., Inc. | 0.0% |
| Perma-Bound Books (Hertzberg-New Method, Inc.) | 0.0% |
| Istation (Imagination Station, Inc.) | 0.0% |
| Scholastic Inc. | 0.0% |
| SRL Publications | 0.0% |
| Savvas Learning Company LLC (Gateway Education Holdings LLC) | 0.0% |
| Perfection Learning Corporation | 0.0% |
| Pearson Education Inc. | 0.0% |
| JONES & BARTLETT LEARNING,LLC (ASCEND LEARNING HOLDINGS, LLC) | 0.0% |

| | |
|---|---|
| Libraria (Children's Plus, Inc.) | 0.0% |
| Follett Content Solutions, LLC | 0.0% |
| National Healthcareer Association (Austin) | 0.0% |
| Continental (The Continental Press Inc) | 0.0% |
| Maker Maven, LLC | 0.0% |
| First Choice Educational Publishing | 0.0% |
| Lone Star Learning (Lone Star Learning Sales & Marketing, Inc.) | 0.0% |
| World Book Inc. | 0.0% |
| Handwriting Without Tears (No Tears Learning) | 0.0% |
| Seidlitz Education | 0.0% |
| Great Ideas for Teaching | 0.0% |
| Saddleback Educational, Inc. | 0.0% |
| W.W. Norton & Company | 0.0% |
| Catnip's Word Walls | 0.0% |
| TEACHER'S DISCOVERY (AMERICAN EAGLE CO INC) | 0.0% |
| Sirius Education Solutions (Sirius Education Solutions LLC) | 0.0% |
| Studies Weekly (American Legacy Publishing) | 0.0% |
| Lexia Learning Systems LLC | 0.0% |
| Mountain Math/Language, LLC | 0.0% |
| Youthlight, Inc. | 0.0% |
| A to Z Books, LLC | 0.0% |
| Barnes & Noble Booksellers, Inc. (Barnes & Noble Booksellers) | 0.0% |
| Accelerate Learning Inc. | 0.0% |
| Flyleaf Publishing, LLC | 0.0% |
| Davis Publications, Inc. | 0.0% |
| PRO-ED, Inc. | 0.0% |
| William H. Sadlier | 0.0% |
| Macmillan Learning LLC, d/b/a MPS, c/o Bedford Freeman and Worth Publishing Group | 0.0% |
| McGraw-Hill School Education, LLC | 0.0% |
| Social Studies School Service | 0.0% |
| Essential Skills Software Inc. | 0.0% |
| RALLY! Education | 0.0% |
| Capstone (Coughlan Companies, Inc.) | 0.0% |
| Math & Science Cut Ups (Integral Mathematics, Inc.) | 0.0% |
| PRESTWICK HOUSE, INC. | 0.0% |

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Darin Crawford**
**Assistant Superintendent for Support Services**

**From:** **James Briscoe**
**Director of Procurement Services**

**Date:** **November 3, 2025**

**Re:** **Musical Instrument Repair**
**Annual Contract # 26-01-4515R-RFP**

The following proposals were received and opened at 10:00 a.m., Wednesday, Ocober 8, 2025, as advertised and specified in documents concerning **Annual Contract # 26-01-4515R-RFP Musical Instrument Repair.** The proposals received and the evaluation summary are located on pages 2-12.

[a] Does not meet bid requirement.

**Recommendations:** **Award selected vendors per line item listed at the price noted.**

**Estimated Expenditure:** **$325,000.00**

**Contract Term:** **January 1, 2026 - December 31, 2026**

**Renewal:** **2 Years**

na

**WOODWIND INSTRUMENT REPAIR**

**Line 1** **Includes replacing all pads & corks; Oil rods; adjust and regulate instrument to factory specifications.**

**Line 2** **Piccolo - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$250.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$285.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$320.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent.** | 1 | EA | **$352.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$450.00** |
| **[ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran E** | 1 | EA | **$452.00** |

**Line 3** **Piccolo - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$250.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$338.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$380.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$595.00** |

**Line 4** **Flute - Student Model - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$250.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$299.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$394.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$396.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$450.00** |

**Line 5** **Flute - Student Model - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$250.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$349.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$456.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |

**Line 6** **Flute - Advanced Model - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$265.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$299.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$476.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$494.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |

**Line 7** **Flute - Advanced Model - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$265.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$349.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$536.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$650.00** |

**Line 8 Oboe - Student - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$399.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$560.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$587.00** |

**Line 9 Oboe - Student - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **Best Band Repair, Inc.** | 1 | EA | **$499.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$645.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$650.00** |

**Line 10 Oboe - Full Conservatory - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$525.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$587.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$650.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$713.00** |

**Line 11 Oboe - Full Conservatory - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$629.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$798.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$895.00** |

**Line 12 English Horn - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$540.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$597.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$650.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$695.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$713.00** |

**Line 13 English Horn - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **Best Band Repair, Inc.** | 1 | EA | **$647.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$650.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$798.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$895.00** |

**Line 14 E Flat Soprano Clarinet - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$265.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$287.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$372.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$386.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |

**Line 15 E Flat Soprano Clarinet - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$265.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$324.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$446.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$650.00** |

**Line 16 B. Flat Soprano Clarinet -Student Model - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$265.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$287.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$364.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$386.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$450.00** |

**Line 17 B. Flat Soprano Clarinet -Student Model - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$265.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$324.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$446.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |

**Line 18 B. Flat Soprano Clarinet -Advanced Model - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$297.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$300.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$464.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$478.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$495.00** |

**Line 19 B. Flat Soprano Clarinet -Advanced Model - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$300.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$334.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$538.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$650.00** |

**Line 20 Bass Clarinet - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$375.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$429.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$613.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$877.00** |

**Line 21 Bass Clarinet - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$375.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$479.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$650.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$673.00** |

**Line 22 Contra Bass Clarinet - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$550.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$579.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$695.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$698.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$902.00** |

**Line 23 Contra Bass Clarinet - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$550.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$758.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$799.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$1,000.00** |

**Line 24 Bassoon - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$400.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$529.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$600.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$786.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$1,010.00** |

**Line 25 Bassoon - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$400.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$669.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$871.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$895.00** |

**Line 26 Soprano Sax - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$475.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$595.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$609.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$743.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$765.00** |

**Line 27 Soprano Sax - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$475.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$800.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$828.00** |

**Line 28 E Flat Alto Saxophone - Student Model - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$475.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$495.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$609.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$743.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$791.00** |

**Line 29 E Flat Alto Saxophone - Student Model - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$475.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$600.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$828.00** |

**Line 30 E Flat Alto Saxophone - Advanced Model - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$475.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$595.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$619.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$743.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$791.00** |

**Line 31 E Flat Alto Saxophone - Advanced Model - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$828.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$995.00** |

**Line 32 Tenor Sax - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$550.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$619.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$866.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$936.00** |

**Line 33 Tenor Sax - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$500.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$951.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$995.00** |

**Line 34 Baritone Sax - Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$575.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$669.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$800.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$919.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$1,156.00** |

**Line 35 Baritone Sax - Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$575.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$1,004.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$1,250.00** |

**Line 36** **BRASS INSTRUMENT REPAIR**
**Includes replacing all felts, corks, strings, as well as, removing reachable dents.**

**Line 37** **French Horn - Double, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$115.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$139.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$139.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$175.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$182.00** |

**Line 38** **B flat Trumpet - Student Model, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$65.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$109.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$109.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$120.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$135.00** |

**Line 39** **B flat Trumpet - Advanced Model, Lacquer and Silver - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$109.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$109.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$120.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$120.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$145.00** |

**Line 40** **B flat Trumpet - Advanced Model, Lacquer and Silver - Chemical or Ultra Sonic Clean and Polish Silver**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$130.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$139.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$145.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$180.00** |

**Line 41** **Marching Baritone, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$85.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$109.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$119.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$135.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$154.00** |

**Line 42** **Marching Baritone, Silver - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$119.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$119.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$120.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$145.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$154.00** |

**Line 43** **Marching Baritone, Silver - Chemical or Ultra Sonic Clean and Polish Silver**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$139.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$140.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$145.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$239.00** |

**Line 44 Marching French Horn, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$85.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$109.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$109.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$132.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$153.00** |

**Line 45 Marching French Horn, Silver - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$109.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$119.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$120.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$142.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$153.00** |

**Line 46 Marching French Horn, Silver - Chemical or Ultra Sonic Clean and Polish Silver**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$139.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$140.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$142.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$238.00** |

**Line 47 Marching Mellophone, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$85.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$109.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$109.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$132.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$154.00** |

**Line 48 Marching Mellophone, Silver - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$109.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$119.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$120.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$142.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$154.00** |

**Line 49 Marching Mellophone, Silver - Chemical or Ultra Sonic Clean and Polish Silver**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$139.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$140.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$142.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$239.00** |

**Line 50 Euphonium, 4 valve, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$95.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$119.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$139.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$155.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$182.00** |

**Line 51 Euphonium, 4 valve, Silver - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$129.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$139.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$165.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$180.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$182.00** |

**Line 52 Euphonium, 4 valve, Silver - Chemical or Ultra Sonic Clean and Polish Silver**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$159.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$165.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$190.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$195.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$267.00** |

**Line 53 Bass Trombone, Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$95.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$129.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$153.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$170.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$189.00** |

**Line 54 Tenor Trombone- Student Model, Lacquer -Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$65.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$109.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$119.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$150.00** |
| **[ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran** | 1 | EA | **$150.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |

**Line 55 Tenor Trombone- Student Model, Lacquer -Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$65.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$179.00** |

**Line 56 Tenor Trombone- Advanced Model, Lacquer -Repad Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Best Band Repair, Inc.** | 1 | EA | **$119.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$119.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$120.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$160.00** |
| **[ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran** | 1 | EA | **$160.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |

**Line 57 Tenor Trombone- Advanced Model, Lacquer -Overhaul Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 1 | EA | $0.00 [a] |
| [ALT1] Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. In | 1 | EA | $0.00 [a] |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$120.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$169.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$179.00** |

**Line 58 Sousaphone, 3 valve, Silver - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$195.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$198.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$199.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$240.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$292.00** |

**Line 59 Sousaphone, 3 valve, Silver - Chemical or Ultra Sonic Clean and Polish Silver**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$240.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$283.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$292.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$329.00** |

**Line 60 4/4 Tuba, 4 value, Piston Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$175.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$223.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$229.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$232.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$295.00** |

**Line 61 4/4 Tuba, 4 value, Rotary Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$175.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$218.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$229.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$251.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$295.00** |

**Line 62 3/4 Tuba, 3 value, Piston Lacquer - Chemical or Ultra Sonic Clean**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$130.00** |
| **Best Band Repair, Inc.** | 1 | EA | **$169.00** |
| **Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.)** | 1 | EA | **$171.00** |
| **Fleming Instrument Repair (ERFleming Enterprises Inc)** | 1 | EA | **$189.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$198.00** |

**Line 63 STRING INSTRUMENT BOW REPAIR**

**Line 64 Cello Bow - Rehair Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Lisle Violin Shop** | 1 | EA | **$40.00** |
| **99 Violin Shop (VIO STRINGS INC)** | 1 | EA | **$69.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$74.50** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$84.00** |

**Line 65 Cello Bow - Regrip / Replace Frog Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **99 Violin Shop (VIO STRINGS INC)** | 1 | EA | **$20.00** |
| **Lisle Violin Shop** | 1 | EA | **$30.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$130.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$131.00** |

**Line 66 Bass Bow - Rehair Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **Lisle Violin Shop** | 1 | EA | **$40.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$82.75** |
| **99 Violin Shop (VIO STRINGS INC)** | 1 | EA | **$89.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$99.00** |

**Line 67 Bass Bow - Regrip / Replace Frog Charge**

| Supplier | QTY | UOM | Unit Price |
|---|---|---|---|
| **99 Violin Shop (VIO STRINGS INC)** | 1 | EA | **$25.00** |
| **Lisle Violin Shop** | 1 | EA | **$30.00** |
| **H&H Music (Universal Melody Services LLC)** | 1 | EA | **$133.00** |
| **Music and Arts (Guitar Center Stores Inc)** | 1 | EA | **$146.00** |

## #26-01-4515R-RFP Musical Instrument Repair

### TEAM SCORE SUMMARY

| Company/Vendor Name | Evaluator 1 | Evaluator 2 | Evaluator 3 | Average Score | Ranking |
|---|---|---|---|---|---|
| 99 Violin Shop (VIO STRINGS INC) | 99.34 | 92.34 | 99.34 | 97.01 | 2.00 |
| Best Band Repair, Inc. | 97.78 | 90.78 | 97.78 | 95.45 | 4.00 |
| Fleming Instrument Repair (ERFleming Enterprises Inc) | 97.00 | 90.00 | 97.00 | 94.67 | 5.00 |
| Fort Bend Music Center or Complete Piano Service (Cochran & Cochran Ent. Inc.) | 61.48 | 81.48 | 88.48 | 77.15 | 7.00 |
| H&H Music (Universal Melody Services LLC) | 99.22 | 92.22 | 99.22 | 96.89 | 3.00 |
| Lisle Violin Shop | 99.58 | 92.58 | 99.58 | 97.25 | 1.00 |
| Music and Arts (Guitar Center Stores Inc) | 96.88 | 89.88 | 96.88 | 94.55 | 6.00 |

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

*John Morrison, Director of Fine Arts*

October 23, 2025

Attention: Procurement Department

I am writing to recommend that CFISD awards all vendors scoring over 70 in our evaluation submitting to the Musical Instrument Repair contract, as this gives CFISD unlimited opportunities for securing services for the repair of musical instruments for the staff and students of our district.

Sincerely,

John Morrison
Director of Fine Arts
Cypress-Fairbanks Independent School District

11440 Matzke Road
Cypress, Texas 77429
281-897-4000

john.morrison@cfisd.net
P.O. Box 692003
Houston, Texas 77269-2003

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

**To:** **Charles Franklin**
**Assistant Superintendent of Technology Services and Information Systems**

**From:** **Samara Rangel**
**Technology Software Specialist**

**Date:** **December 15, 2025**

**Re:** **Identity Automation, LP - Amendment**
**TX DIR: DIR-CPO-5694**

| Term | Description | Quantity | Unit Cost | Total Purchase Price |
|---|---|---|---|---|
| **Year 3** | Subscription Cost | 1 | $317,565.63 | **$317,565.63** |
| **Year 4** | Subscription Cost | 1 | $333,443.91 | **$333,443.91** |
| **Year 5** | Subscription Cost | 1 | $350,116.11 | **$350,116.11** |
| **Renewal Year 1 Optional** | Subscription Cost | 1 | $367,621.91 | **$367,621.91** |
| **Renewal Year 2 Optional** | Subscription Cost | 1 | $386,003.01 | **$386,003.01** |

***"Identity Automation, LP" is a contracted vendor on the DIR Purchasing Cooperative, Contract No. DIR-CPO-5694**

**Recommendation: Identity Automation, LP**

**Estimated Expenditure:**

| | | |
|---|---|---|
| **Year 3** | **$317,565.63** | **2026-2027** |
| **Year 4** | **$333,443.91** | **2027-2028** |
| **Year 5** | **$350,116.11** | **2028-2029** |
| **Optional Year 1** | **$367,621.91** | **2029-2030** |
| **Optional Year 2** | **$386,003.01** | **2030-2031** |
| **Term Total** | **$1,754,750.57** | |

**sr**

# Renewal Quote

Quote Number: Q-33255
Date Generated: 10/29/2025
Expiration Date: 11/19/2025

**Identity Automation LP**
7102 N. Sam Houston Pkwy. W. Ste 100
Houston, TX, 77064

**TX DIR Contract Number: DIR-CPO-5694**

**Prepared For:**

## Cypress-Fairbanks Independent School District

10300 Jones Road
Houston, TX 77065

**Samara Rangel**
samara.rangel@cfisd.net
(281) 897-4000

Annual Subscription Cost

| Item | Description | Term | Quantity | Unit Price | Total |
|---|---|---|---|---|---|
| RID-C-LIFE12 | 2025 Lifecycle K-12 Education Qualified User - Annual Subscription | 8/1/2026 - 7/31/2027 | 15,000 | $9.81 | $147,150.00 |
| RID-P-FOLDRS | Folders - Annual Subscription | 8/1/2026 - 7/31/2027 | 15,000 | $0.55 | $8,250.00 |
| RID-C-COMHUB | 2025 RapidIdentity Community Hub K-12 Named Users - Annual Subscription | 8/1/2026 - 7/31/2027 | 236,000 | $0.05 | $11,434.50 |
| RID-C-ROST12 | 2025 Rostering K-12 Education Qualified User - Annual Subscription | 8/1/2026 - 7/31/2027 | 15,000 | $1.36 | $20,400.00 |
| SUP-S-ENTPRS | 2025 RI Enterprise Support - Annual Subscription | 8/1/2026 - 7/31/2027 | 1 | $25,631.13 | $25,631.13 |
| RID-C-WORK12 | 2025 Workflow K-12 Education Qualified User - Annual Subscription | 8/1/2026 - 7/31/2027 | 15,000 | $2.13 | $31,950.00 |
| RID-C-AAUT12 | 2025 Advanced Authentication K-12 Education Qualified User - Annual Subscription | 8/1/2026 - 7/31/2027 | 15,000 | $4.85 | $72,750.00 |
| | | | | **Annual Subscription Cost TOTAL:** | $317,565.63 |

## Grand Total: $317,565.63

# FIVE-YEAR PRICING SUMMARY

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|---|---|---|---|---|---|
| **Subscription Costs** | $317,565.63 | $333,443.91 | $350,116.11 | $367,621.91 | $386,003.01 |
| **One-Time Costs** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **TOTALS** | **$317,565.63** | **$333,443.91** | **$350,116.11** | **$367,621.91** | **$386,003.01** |

*Sales Tax not included. Will be added at time of invoicing, if applicable.*
*
Service Units are billed up front and expire after a year
.*

*This addendum revises the pricing for Years 3-5 and provides pricing for the additional years 4 and 5 renewal options The revised pricing replaces the pricing in the original term of the contract. The pricing includes an annual 5% price increase. This price increase will cover all new premium features which will be released for products to which Cypress Fairbanks (Customer) is subscribing as described below.*

***Licensing for Community Hub does not include the Professional Services cost to configure your Parent Portal. This will require scoping and set fees for the services to design and implement. This will be provided separately.*

*** Also note that Identity Automation agrees to 45 day payment terms instead of our standard 30 day terms.*

To execute on this quote please provide a purchase order.  Purchase orders can be sent to orders@identityautomation.com.

Identity Automation

# RapidIdentity Support Plans

At Identity Automation, we're dedicated to providing exceptional support that empowers your organization to thrive. With every subscription or license, you gain access to reliable, expert assistance for all RapidIdentity Cloud configurations and the ability to submit feature requests to shape the future of the platform. Our support plans are crafted to meet your needs, ensuring your team stays productive and your operations uninterrupted.

Each plan includes a guaranteed 15-minute response time during standard support hours, so you're never left waiting. Emergency support is available 24X7, delivering peace of mind even during after-hours emergencies. With Identity Automation, your team is always backed by responsive, proactive support to keep you moving forward.

| Feature | Advanced | Advanced + | Pro | Pro + | Enterprise |
|---|---|---|---|---|---|
| Help Center | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 am-6 pm Central U.S. Time Email, Web, Phone Support | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24 X 7 Critical Case Support | ✓ | ✓ | ✓ | ✓ | ✓ |
| Service Units *(expire annually)* | | 10 | 30 | 50 | 50 |
| Tier 2 SLAs | | | | ✓ | ✓ |
| Technical Account Manager | | | | | ✓ |
| Dedicated Slack Channel | | | | | ✓ |

Managed Support Plan Details and Pricing are available exclusively for State and Large District Customers. This comprehensive plan provides a Dedicated Technical Support Lead, proactive monitoring of production-critical RapidIdentity processes, and complete management of your RapidIdentity environment.

Designed to ensure seamless performance and peace of mind, our Managed Support Plan offers unmatched support and oversight tailored to your organization's scale and needs.

> *Any unique challenges the district faced were accommodated by the professional services team at Identity Automation. Regardless of the engineer working on your implementation, the insight and quality of support exceeded expectations.*

**Matt Roper**, Supervisor of Network and Security Services, Cherokee County School District.

Every RapidIdentity implementation includes robust support, packed with features and resources designed to ensure your success:

## Help Center

Your central hub for all things support—easily access FAQs, product guides, training videos, and log cases. Here, you can view and update cases, engage with the support customer community, submit feature requests, review product errata, and more.

## Commitment to Excellence

We hold ourselves to the highest standards in SaaS delivery. Our DevOps and Security teams are top-tier experts dedicated to safeguarding your data and ensuring seamless operations. Our practices include:

- Change Management
- Alerting, Monitoring, and Logging
- Data Security
- System Patching
- Continuous Improvement

We take pride in our commitment to excellence. For detailed insight into our security and operational controls, request a copy of our latest SOC-2 report—a comprehensive third-party audited document validating our rigorous service standards.

Please review our Master Subscription Agreement Terms and Conditions for further details on our contractual commitments to security and uptime.

## Tier 2 SLAs

Response times are prioritized to ensure swift and effective support once a ticket is escalated from Tier 1 to Tier 2. Our maximum response times, based on ticket priority, are as follows:

| | Professional + | Enterprise |
|---|---|---|
| **Critical** | 2 hours | 1 hour |
| **Major** | 2 BDs | 8 hours |
| **Minor** | 4 BDs | 2 BDs |

## Technical Account Manager

Supporting complex Enterprise implementations demands continuity. That's why we offer a dedicated Technical Account Manager with our Enterprise plan—to ensure your team always has a knowledgeable partner who understands your unique environment and needs.

## Dedicated Slack Channel

Stay connected with your Technical Account Manager through a dedicated Slack channel for Enterprise customers. While standard support cases follow our usual processes, this channel enables quick check-ins, questions, and direct communication, bringing support closer to your daily operations.

## Service Units

As your organization evolves, so does your RapidIdentity environment. With our Professional and Enterprise plans, you'll have direct access to our world-class Professional Services team to keep your implementation current and optimized.

## Common Use Cases for Service Units

| Use Case | Description |
|---|---|
| Custom Action Sets | Custom action sets can be used for a variety of automated workflows that allow you to get the most out of your digital identity platform. Common use cases include:<br>• Filtering a subset of accounts and exporting them to a .csv file or other target, such as a customer-owned FTP server, to easily merge data for business analytics or other work.<br>• Syncing groups to Active Directory, Google Workspace, Microsoft 365, or other systems. |
| Advanced Sponsorship | Enhance the standard account provisioning use case with advanced sponsorship policies that allow you to customize policies to conform to your organization's unique workflows, such as originating accounts outside the student information system (SIS) or human resources management system (HRMS). |
| One-On-One Connect Training | Especially useful for developers, one-on-one training helps administrative power users use our low code environment to create custom action sets that make RapidIdentity the industry's most flexible digital identity platform.<br>Advanced training for portal configuration, account maintenance, roles, and configuration policies. |
| Review Authentication Policies | Conduct a detailed review of your authentication policies with a cybersecurity expert to ensure that your policies are optimized for the experience of your users and the need to protect your organization from account takeovers. |

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

**To:** **Charles Franklin**
**Assistant Superintendent of Technology and Information Services**

**From:** **Kim Bowlin**
**Assistant Director of Technology Support Services**

**Date:** **December 15, 2025**

**Re:** **Student Information Management System for Special Education**
**Contract ID: 26-01-4460R-RFP**

**The following proposals were received and opened at 10:00 AM, Friday, October 17, 2025, as advertised and specified in documents concerning proposal #26-01-4460R-RFP. Student Information Management System for Special Education. The proposals received are located on pages 2 - 8.**

| | | |
|---|---|---|
| **Recommendation:** | **Samegoal, Inc.** | |
| **Estimated Expenditure:** | **$2,404,266.12**<br>**$360,639.92**<br>**$2,764,906.04** | **15% Contingency for increased enrollment or additional modules** |
| **Contract Term:** | **January 1, 2026 - June 30, 2026** | 6 month Set-up |
| **Renewal:** | **July 1, 2026 - June 30, 2032** | 6 Year with Annual Payments |

Best and Final Offer (BAFO) Summary

**Student Information Management System for Special Education**

| Vendor | Better Speech | ConCourse Tech Inc. | Embrace Education | Empower | Frontline | IEP & Me, Inc. | Project Education | SameGoal Inc. |
|---|---|---|---|---|---|---|---|---|
| **Total Points Awarded for Vendor** | **42** | **40** | **51** | **37** | **54** | **50** | **50** | **66** |
| **Grand Total for 6 month Set-up Costs, 6 years of software, maintenance and support and Professional Services** | **$12,233,910.00** | **$585,096.00** | **$2,476,153.00** | **$2,368,592.00** | **$1,516,454.92** | **$2,296,900.00** | **$1,911,752.00** | **$2,404,266.12** |
| **6 Month Set-up Costs -/Implementation / Configuration / Testing - ONE TIME EXPENSE** | $385,320.00 | $0.00 | $55,000.00 | $252,500.00 | $117,417.92 | $33,500.00 | $51,500.00 | $20,282.70 |
| **Grand Total for 6 years of software, maintenance and support** | $11,559,600.00 | $585,096.00 | $2,421,153.00 | $2,095,233.00 | $1,399,037.00 | $2,241,000.00 | $1,860,252.00 | $2,383,983.42 |
| **Grand Total for Professional Services** | $288,990.00 | $0.00 | $0.00 | $20,859.00 | $0.00 | $22,400.00 | $0.00 | $0.00 |

Summary (Pre-BAFO)

**Student Information Management System for Special Education**

| Vendor | Better Speech | ConCourse Tech Inc. | Embrace Education | Empower | Frontline | IEP & Me, Inc. | Project Education | SameGoal Inc. |
|---|---|---|---|---|---|---|---|---|
| **Total Points Awarded for Vendor** | **41** | **31** | **57** | **37** | **55** | **46** | **53** | **75** |
| **Grand Total for 6 month Set-up Costs, 6 years of software, maintenance and support and Professional Services** | **$12,233,910.00** | **$114,950.00** | **$2,503,354.72** | **$2,441,288.00** | **$1,516,454.92** | **$2,052,425.20** | **$1,911,752.00** | **$2,017,549.95** |
| **6 Month Set-up Costs -/Implementation / Configuration / Testing - ONE TIME EXPENSE** | $385,320.00 | $20,000.00 | $55,000.00 | $260,000.00 | $117,417.92 | $33,500.00 | $51,500.00 | $21,024.75 |
| **Grand Total for 1 years of software, maintenance and support** | $2,889,990.00 | $15,000.00 | $400,208.00 | $330,800.00 | $216,287.00 | $245,500.00 | $287,943.20 | $350,267.58 |
| **Grand Total for 3 years of software, maintenance and support** | $5,779,800.00 | $45,000.00 | $1,200,624.00 | $1,097,172.00 | $668,522.98 | $925,500.00 | $799,167.00 | $998,262.60 |
| **Grand Total for 6 years of software, maintenance and support** | $11,559,600.00 | $90,000.00 | $2,448,354.72 | $2,163,888.00 | $1,399,037.00 | $1,996,525.20 | $1,860,252.00 | $1,996,525.20 |
| **Grand Total for Professional Services** | $288,990.00 | $4,950.00 | $0.00 | $17,400.00 | $0.00 | $22,400.00 | $0.00 | $0.00 |

Student Information Management System for Special Education
BAFO Points

| Description | Qty | Better Speech LLC. | Concourse Tech Inc. | [a] | Embrace Education | Empower | Frontline Education | [a] | IEP & Me, Inc. | Project Education | Samegoal, Inc. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 Month Software License cost including sandbox testing | 1 | $385,320.00 | $0.00 | | $0.00 | $61,500.00 | $107,255.42 | | $5,000.00 | $6,000.00 | $0.00 |
| Implementation Cost, transfer of historic data, configuration with CFISD SIS, Testing and User Acceptance | 1 | $0.00 | $0.00 | | $20,000.00 | $47,000.00 | $7,962.50 | | $28,000.00 | $14,000.00 | $10,340.20 |
| Training of Technical Staff and Users | 1 | $0.00 | $0.00 | | $35,000.00 | $144,000.00 | $2,200.00 | | $500.00 | $31,500.00 | $9,942.50 |
| **Total for 6 month license, implementation and training** | | **$385,320.00** | **$0.00** | | **$55,000.00** | **$252,500.00** | **$117,417.92** | | **$33,500.00** | **$51,500.00** | **$20,282.70** |
| Six-Year Software License Core Product Per SPED Student | 17590 | $11,559,600.00 | $527,700.00 | | $2,242,725.00 | $1,424,790.00 | $1,399,037.00 | | $2,100,000.00 | $1,800,252.00 | $2,232,171.00 |
| Six-Year Software License Core Product Per 504 Student | 4783 | | $57,396.00 | | $172,188.00 | $100,443.00 | | | | | $151,812.42 |
| Costs for Integration with ESchoolPlus (District SIS) | 1 | $0.00 | $0.00 | [a] | $3,120.00 | $210,000.00 | $0.00 | [a] | $0.00 | $60,000.00 | $0.00 |
| Cost for Integration with District Data Dashboard | 1 | $0.00 | $0.00 | [a] | $3,120.00 | $210,000.00 | $0.00 | [a] | $12,000.00 | $0.00 | $0.00 |
| Training | 1 | $0.00 | $0.00 | | $0.00 | $0.00 | $0.00 | [a] | $9,000.00 | $0.00 | $0.00 |
| 6 Year 24x7 Technical Support | 1 | $0.00 | $0.00 | | $0.00 | $150,000.00 | $0.00 | | $120,000.00 | $0.00 | $0.00 |
| **Total for Six Year License, Integration with ESchoolPlus, District Data Dashboard, Training and Technical Support** | | $11,559,600.00 | $585,096.00 | | $2,421,153.00 | $2,095,233.00 | $1,399,037.00 | | $2,241,000.00 | $1,860,252.00 | $2,383,983.42 |
| One Hour Offsite Consulting | 24 | $288,990.00 | $0.00 | [a] | $0.00 | $3,564.00 | $0.00 | | $3,600.00 | $0.00 | $0.00 |
| One Hour Offsite Project Management | 33 | $0.00 | $0.00 | | $0.00 | $6,435.00 | $0.00 | | $6,600.00 | $0.00 | $0.00 |
| One Hour Offsite Consulting | 48 | $0.00 | $0.00 | [a] | $0.00 | $9,360.00 | $0.00 | | $7,200.00 | $0.00 | $0.00 |
| Fixed Travel and Expenses | 2 | $0.00 | $0.00 | [a] | $0.00 | $1,500.00 | $0.00 | | $5,000.00 | $0.00 | $0.00 |
| **Installation Costs** | | **$288,990.00** | **$0.00** | | **$0.00** | **$20,859.00** | **$0.00** | | **$22,400.00** | **$0.00** | **$0.00** |

a - This would be an additional costs after scope of project meeting or based upon complexity and integration.

| **Total Solution Costs** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Cost for the 6 month Set-up with Professional Services and first full year of software costs, training and support | | $2,600,910.00 | $97,516.00 | | $458,525.50 | $622,564.50 | $350,590.75 | | $429,400.00 | $361,542.00 | $417,613.27 |
| Years 2 - 6 of software costs, training and support | | $9,633,000.00 | $487,580.00 | | $2,017,627.50 | $1,746,027.50 | $1,165,864.17 | | $1,867,500.00 | $1,550,210.00 | $1,986,652.85 |
| Total 6 Year, 6 Month Cost for the Solution | | $12,233,910.00 | $585,096.00 | | $2,476,153.00 | $2,368,592.00 | $1,516,454.92 | | $2,296,900.00 | $1,911,752.00 | $2,404,266.12 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Price Points | 1.31 | 35.00 | | 7.44 | 0.78 | 9.74 | | 7.95 | 9.44 | 8.17 |
| Long Term Price Points | 0.25 | 5.00 | | 1.21 | 1.40 | 2.09 | | 1.31 | 1.57 | 1.23 |

Best and Final Offers (BAFOs) were requested from all vendors. BAFOs were requested using preliminary numbers from the Public Education Information Management System (PEIMS) fall snapshot data. The PEIMS submission is submitted in December and then finalized in January. Five vendors returned BAFO offers. Original submissions were used for the three vendors. Price points were calculated based on the 6-month setup costs, professional services, and one full year of software, training, and support costs. Points were calculated as follows: Lowest Vendor Cost / Vendor's Cost * 35 points (maximum points). Long-term costs were calculated based on software, training, and support expenses for years 2 through 6. Points were calculated as follows: Lowest Vendor Cost / Vendor's Cost *5.

Student Information Management System for Special Education
Price Points (Pre-BAFO)

| Description | Qty | Better Speech LLC. | Concourse Tech Inc. | [a] | Embrace Education | Empower | Frontline Education | [a] | IEP & Me, Inc. | Project Education | Samegoal, Inc. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 Month Software License cost including sandbox testing | 1 | $385,320.00 | $0.00 | | $0.00 | $66,000.00 | $107,255.42 | | $5,000.00 | $6,000.00 | $0.00 |
| Implementation Cost, transfer of historic data, configuration with CFISD SIS, Testing and User Acceptance | 1 | $0.00 | $20,000.00 | | $20,000.00 | $50,000.00 | $7,962.50 | | $28,000.00 | $14,000.00 | $10,718.50 |
| Training of Technical Staff and Users | 1 | $0.00 | $0.00 | | $35,000.00 | $144,000.00 | $2,200.00 | | $500.00 | $31,500.00 | $10,306.25 |
| **Total for 6 month license, implementation and training** | | **$385,320.00** | **$20,000.00** | | **$55,000.00** | **$260,000.00** | **$117,417.92** | | **$33,500.00** | **$51,500.00** | **$21,024.75** |
| **Price Points for 6 month license, implementation and training (lowest cost vendor / vendor's cost *35 max points)** | | **1.82** | **35.00** | | **12.73** | **2.69** | **5.96** | | **20.90** | **13.59** | **33.29** |
| One Year Software License Core Product | 1 | $2,889,990.00 | $15,000.00 | | $399,168.00 | $260,000.00 | $216,287.00 | | $210,000.00 | $217,036.00 | $350,267.58 |
| Costs for Integration with ESchoolPlus (District SIS) | 1 | $0.00 | $0.00 | [a] | $520.00 | $35,400.00 | $0.00 | [a] | $0.00 | $10,000.00 | $0.00 |
| Cost for Integration with District Data Dashboard | 1 | $0.00 | $0.00 | [a] | $520.00 | $35,400.00 | $0.00 | [a] | $4,000.00 | $0.00 | $0.00 |
| Training | 1 | $0.00 | $0.00 | | $0.00 | $0.00 | $0.00 | [a] | $1,500.00 | $17,500.00 | $0.00 |
| One Year Technical Support | 1 | $0.00 | $0.00 | | $0.00 | $0.00 | $0.00 | | $30,000.00 | $43,407.20 | $0.00 |
| **Total for One Year License, Integration with ESchoolPlus, District Data Dashboard, Training and Technical Support** | | **$2,889,990.00** | **$15,000.00** | | **$400,208.00** | **$330,800.00** | **$216,287.00** | | **$245,500.00** | **$287,943.20** | **$350,267.58** |
| **Price Points for 1 Year license, integration with ESchoolPlus, District Data Dashboard, training and support (lowest cost vendor / vendor's cost *35 max points)** | | **0.18** | **35.00** | | **1.31** | **1.59** | **2.43** | | **2.14** | **1.82** | **1.50** |
| Three Year Software License Core Product | 1 | $5,779,800.00 | $45,000.00 | | $1,197,504.00 | $803,400.00 | $668,522.98 | | $840,000.00 | $746,667.00 | $998,262.60 |
| Costs for Integration with ESchoolPlus (District SIS) | 1 | $0.00 | $0.00 | [a] | $1,560.00 | $109,386.00 | $0.00 | [a] | $0.00 | $3,000.00 | $0.00 |
| Cost for Integration with District Data Dashboard | 1 | $0.00 | $0.00 | [a] | $1,560.00 | $109,386.00 | $0.00 | [a] | $6,000.00 | $0.00 | $0.00 |
| Training | 1 | $0.00 | $0.00 | | $0.00 | $0.00 | $0.00 | [a] | $4,500.00 | $22,500.00 | $0.00 |
| Three Year Technical Support | 1 | $0.00 | $0.00 | | $0.00 | $75,000.00 | $0.00 | | $75,000.00 | $0.00 | $0.00 |
| **Total for Three Year License, Integration with ESchoolPlus, District Data Dashboard, Training and Technical Support** | | **$5,779,800.00** | **$45,000.00** | | **$1,200,624.00** | **$1,097,172.00** | **$668,522.98** | | **$925,500.00** | **$772,167.00** | **$998,262.60** |
| **Price Points for 3 Year license, integration with ESchoolPlus, District Data Dashboard, training and support (lowest cost vendor / vendor's cost *35 max points)** | | **0.27** | **35.00** | | **1.31** | **1.44** | **2.36** | | **1.70** | **2.04** | **1.58** |
| Six Year Software License Core Product | 1 | $11,559,600.00 | $90,000.00 | | $2,442,021.12 | $1,653,600.00 | $1,399,037.00 | | $2,100,000.00 | $1,800,252.00 | $1,996,525.20 |
| Costs for Integration with ESchoolPlus (District SIS) | 1 | $0.00 | $0.00 | [a] | $3,166.80 | $255,144.00 | $0.00 | [a] | $0.00 | $60,000.00 | $0.00 |
| Cost for Integration with District Data Dashboard | 1 | $0.00 | $0.00 | [a] | $3,166.80 | $255,144.00 | $0.00 | [a] | $12,000.00 | $0.00 | $0.00 |
| Training | 1 | $0.00 | $7,500.00 | | $0.00 | $0.00 | $0.00 | [a] | $9,000.00 | $0.00 | $0.00 |
| 6 Year 24x7 Technical Support | 1 | $0.00 | $0.00 | | $0.00 | $0.00 | $0.00 | | $120,000.00 | $0.00 | $0.00 |
| **Total for Six Year License, Integration with ESchoolPlus, District Data Dashboard, Training and Technical Support** | | $11,559,600.00 | $97,500.00 | | $2,448,354.72 | $2,163,888.00 | $1,399,037.00 | | $2,241,000.00 | $1,860,252.00 | $1,996,525.20 |
| **Price Points for 6 Year license, integration with ESchoolPlus, District Data Dashboard, training and support (lowest cost vendor / vendor's cost *5 max points)** | | **0.04** | **5.00** | | **0.20** | **0.23** | **0.35** | | **0.22** | **0.26** | **0.24** |
| One Hour Offsite Consulting | 24 | $288,990.00 | $0.00 | [a] | $0.00 | $3,600.00 | $0.00 | | $3,600.00 | $0.00 | $0.00 |
| One Hour Offsite Project Management | 33 | $0.00 | $4,950.00 | | $0.00 | $6,600.00 | $0.00 | | $6,600.00 | $0.00 | $0.00 |
| One Hour Offsite Consulting | 48 | $0.00 | $0.00 | [a] | $0.00 | $7,200.00 | $0.00 | | $7,200.00 | $0.00 | $0.00 |
| Fixed Travel and Expenses | 2 | $0.00 | $0.00 | [a] | $0.00 | $0.00 | $0.00 | | $5,000.00 | $0.00 | $0.00 |
| **Installation Costs** | | **$288,990.00** | **$4,950.00** | | **$0.00** | **$17,400.00** | **$0.00** | | **$22,400.00** | **$0.00** | **$0.00** |
| Price Points for Installation Costs | | **0.00** | **0.00** | | **35.00** | **0.00** | **35.00** | | **0.00** | **35.00** | **35.00** |

a - This would be an additional costs after scope of project meeting or based upon complexity and integration.

Costs were calculated for the 6-month setup, 1-year, 3-year, and installation costs. Points were calculated using Lowest Vendor Cost / Vendor's Cost *35 (max points). Averages of these four categories are reported on the vendor scoring sheet. The 6-year cost was used for the long-term points. Points were calculated using the Lowest Vendor Cost / Vendor's Cost *5 (max points). Long Term points are recorded on the vendor scoring tab.

**Cypress-Fairbanks**
**Independent School District**

## Student Information Management System for Special Education #26-01-4460R-RFP
## VENDOR QUOTE SCORING AND RANKING MATRIX BAFO

The following scores reflect averaged and weighted points awarded to vendors based on the evaluation of each criteria.

**Criteria 1:** Purchase Price of goods and services
**Criteria 2:** Reputation of the vendor and the vendor's goods and services
**Criteria 3:** Quality of vendor's goods or services
**Criteria 4:** Extent to which the goods and services meet the District's needs
**Criteria 5:** Vendor's past relationship with the District
**Criteria 6:** Total long-term cost to the District to acquire the vendor's goods or services
**Criteria 7:** For a contract that is not for goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, where the vendor or vendor's ultimate parent company of majority owner: (A) has its principle place of business in this state; or (B) employs at least 500 persons in this state (0%)
**Criteria 8:** Any other relevant factor specifically listed in the request for quote

| Criteria | | Scores (averaged and weighted) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Better Speech LLC. | Concourse Tech Inc. | Embrace Education | Empower | Frontline Education | IEP & Me, Inc. | Project Education | Samegoal, Inc. |
| **Total Awarded Score** | | **42** | **40** | **51** | **37** | **54** | **50** | **50** | **66** |
| **Criteria 1:** | Purchase Price | 1.3 | 35.0 | 7.4 | 0.8 | 9.7 | 7.9 | 9.4 | 8.2 |
| **Criteria 2:** | Reputation | 3.3 | 0.0 | 6.5 | 9.1 | 6.3 | 5.4 | 3.3 | 9.9 |
| **Criteria 3:** | Quality | 14.3 | 0.0 | 16.0 | 12.8 | 13.5 | 14.3 | 14.9 | 23.6 |
| **Criteria 4:** | Meet District needs | 22.4 | 0.0 | 21.4 | 13.0 | 23.4 | 19.9 | 21.9 | 23.0 |
| **Criteria 5:** | Past relationship with District | | | | | | | | |
| **Criteria 6:** | Long-term cost | 0.25 | 5.00 | 0.00 | 1.21 | 1.40 | 2.09 | 0.00 | 1.31 |
| **Criteria 7:** | Principle place/employees in TX | | | | | | | | |
| **Criteria 8:** | Other relevant factors | | | | | | | | |

| Ranking (1 being highest to 8 being lowest) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Samegoal, Inc. | Frontline Education | Embrace Education | IEP & Me, Inc. | Project Education | Better Speech LLC. | Concourse Tech Inc. | Empower |
| **66** | **54** | **51** | **50** | **50** | **42** | **40** | **37** |
| 8.2 | 9.7 | 7.4 | 7.9 | 9.4 | 1.3 | 35.0 | 0.8 |
| 9.9 | 6.3 | 6.5 | 5.4 | 3.3 | 3.3 | 0.0 | 9.1 |
| 23.6 | 13.5 | 16.0 | 14.3 | 14.9 | 14.3 | 0.0 | 12.8 |
| 23.0 | 23.4 | 21.4 | 19.9 | 21.9 | 22.4 | 0.0 | 13.0 |
| | | | | | | | |
| 1.31 | 1.40 | 0.00 | 2.09 | 0.00 | 0.25 | 5.00 | 1.21 |
| | | | | | | | |
| | | | | | | | |

Each vendor had eleven evaluators (two for price points and references, three for technical scoring, and six for department scoring). Evaluators used standard scoring sheets. Scores were recorded for each vendor. Scores from the evaluators were averaged. Purchase Points were recalculated for the BAFO using the 6-month setup costs, installation, and one-year software costs. The formula used was the lowest vendor's proposal price divided by the vendor's proposal price, multiplied by 35 (maximum number of points). Price points for the sections were average. Long-term costs were calculated using years 2 through 6 of the 6 year cost. The formula used was the lowest vendor's proposal price divided by the vendor's proposal price, multiplied by 5 (maximum number of points). The committee's recommendation is to award to Samegoal Inc.

**Cypress-Fairbanks**
**Independent School District**

## Student Information Management System for Special Education #26-01-4460R-RFP
## VENDOR QUOTE SCORING AND RANKING MATRIX PRE-BAFO

The following scores reflect averaged and weighted points awarded to vendors based on the evaluation of each criteria.

**Criteria 1:** Purchase Price of goods and services
**Criteria 2:** Reputation of the vendor and the vendor's goods and services
**Criteria 3:** Quality of vendor's goods or services
**Criteria 4:** Extent to which the goods and services meet the District's needs
**Criteria 5:** Vendor's past relationship with the District
**Criteria 6:** Total long-term cost to the District to acquire the vendor's goods or services
**Criteria 7:** For a contract that is not for goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, where the vendor or vendor's ultimate parent company of majority owner: (A) has its principle place of business in this state; or (B) employs at least 500 persons in this state (0%)
**Criteria 8:** Any other relevant factor specifically listed in the request for quote

| Criteria | | Scores (averaged and weighted) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Better Speech LLC. | Concourse Tech Inc. | Embrace Education | Empower | Frontline Education | IEP & Me, Inc. | Project Education | Samegoal, Inc. |
| **Total Awarded Score** | | **41** | **31** | **57** | **37** | **55** | **46** | **53** | **75** |
| **Criteria 1:** | Purchase Price | 0.6 | 26.3 | 12.6 | 1.4 | 11.4 | 6.2 | 13.1 | 17.8 |
| **Criteria 2:** | Reputation | 3.3 | 0.0 | 6.5 | 9.1 | 6.3 | 5.4 | 3.3 | 9.9 |
| **Criteria 3:** | Quality | 14.3 | 0.0 | 16.0 | 12.8 | 13.5 | 14.3 | 14.9 | 23.6 |
| **Criteria 4:** | Meet District needs | 22.4 | 0.0 | 21.4 | 13.0 | 23.4 | 19.9 | 21.9 | 23.0 |
| **Criteria 5:** | Past relationship with District | | | | | | | | |
| **Criteria 6:** | Long-term cost | 0.04 | 5.00 | 0.20 | 0.23 | 0.35 | 0.22 | 0.26 | 0.24 |
| **Criteria 7:** | Principle place/employees in TX | | | | | | | | |
| **Criteria 8:** | Other relevant factors | | | | | | | | |

| Ranking (1 being highest to 8 being lowest) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Samegoal, Inc. | Embrace Education | Frontline Education | Project Education | IEP & Me, Inc. | Better Speech LLC. | Empower | Concourse Tech Inc. |
| **75** | **57** | **55** | **53** | **46** | **41** | **37** | **31** |
| 17.8 | 12.6 | 11.4 | 13.1 | 6.2 | 0.6 | 1.4 | 26.3 |
| 9.9 | 6.5 | 6.3 | 3.3 | 5.4 | 3.3 | 9.1 | 0.0 |
| 23.6 | 16.0 | 13.5 | 14.9 | 14.3 | 14.3 | 12.8 | 0.0 |
| 23.0 | 21.4 | 23.4 | 21.9 | 19.9 | 22.4 | 13.0 | 0.0 |
| | | | | | | | |
| 0.24 | 0.20 | 0.35 | 0.26 | 0.22 | 0.04 | 0.23 | 5.00 |
| | | | | | | | |
| | | | | | | | |

Each vendor had eleven evaluators (two for price points and references, three for technical scoring, and six for department scoring). Evaluators used standard scoring sheets. Scores were recorded for each vendor. Scores from the evaluators were averaged. Purchase Points were calculated from the setup costs, one-year costs, three-year costs, and installation costs. The formula used was the lowest vendor's proposal price divided by the vendor's proposal price, multiplied by 35 (maximum number of points). Price points for the sections were average. Long-term costs were calculated using the six-year costs. The formula used was the lowest vendor's proposal price divided by the vendor's proposal price, multiplied by 5 (maximum number of points). The committee's recommendation is to award to Samegoal Inc.

**SAMEGOAL BAFO SIX YEAR COST SUMMARY**

| Year | Term | School Year | Annual Payment |
|---|---|---|---|
| 0 | 6 month | January 1, 2026 - June 30, 2026 | $21,024.75 |
| 1 | 1 Year | July 1, 2026 - June 30, 2027 | $332,754.20 |
| 2 | 1 Year | July 1, 2027 - June 30, 2028 | $332,754.20 |
| 3 | 1 Year | July 1, 2028 - June 30, 2029 | $332,754.20 |
| 4 | 1 Year | July 1, 2029 - June 30, 2030 | $332,754.20 |
| 5 | 1 Year | July 1, 2030 - June 30, 2031 | $332,754.20 |
| 6 | 1 Year | July 1, 2031 - June 30, 2032 | $332,754.20 |

| | |
|---|---|
| Total | $2,017,549.95 |

The vendor's BAFO allows for a single 6-year contract term with annual payments versus a single lump sum payment.

This was from the first BAFO request. This was not used in the calculation as the district contacted the vendor and sent out a revised BAFO request using PEIMS snapshot data numbers. The costs above are based upon lower student counts.

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

*Kimberly Bowlin, Assistant Director of Technology Support Services*

December 15, 2025

To: James Briscoe, Director of Procurement Services

After a comprehensive evaluation of available Student Information Management Systems (SIMS) tailored for Special Education, the evaluation committee recommends adopting Samegoal as the preferred platform. This recommendation is made because of the system's proven ability to streamline compliance, enhance collaboration, and improve outcomes for students receiving special education services.

Samegoal offers a comprehensive and user-friendly platform that streamlines the creation, tracking, and storage of IEPs, 504 Plans, and other special education documentation while ensuring compliance with federal and state regulations. Its collaborative features enable secure, role-based communication among educators, administrators, service providers, and families, fostering transparency and teamwork. The system supports data-driven decision-making through robust reporting tools and seamless integration with existing Student Information System (SIS) platforms, improving accuracy and reducing duplication. Built with strong security protocols that meet FERPA and HIPAA standards, Samegoal is a cloud-based solution accessible from any device, making it ideal for remote and hybrid environments. Designed specifically for educators, its intuitive interface minimizes training time and administrative burden, allowing staff to focus more effectively on student support.

During the six-month setup period, Samegoal will collaborate with district technical staff to install the program and ensure seamless integration with the district's existing systems, including the Student Information System (SIS) and Data Dashboard. Samegoal will offer dedicated onboarding, training, and ongoing support tailored to district needs. Their implementation team will assist with a smooth transition with the "go-live" date of July 1, 2026.

Selecting Samegoal aligns with the district's commitment to equity, compliance, and excellence in special education. Its comprehensive features, ease of use, and strong support infrastructure make it an optimal choice for managing the complex needs of our special education population.

Sincerely,

Kim Bowlin

Kim Bowlin
Assistant Director, Technology Support Services
Cypress-Fairbanks ISD

# Cypress-Fairbanks Independent School District

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## STUDENT RECRUITMENT CAMPAIGN

*Proposal*

www.CaissaK12.com


*Contact Info:*

Orlando V. Bridges

Strategic Partnership Executive

901-730-2627

Orlando@caissaps.com

Caissa K12

Updated on December 2, 2025

Matthew Morgan
Chief Operations Officer
Cypress-Fairbanks Independent School District
11440 Matzke Rd
Cypress, TX 77429

Dear Chief Morgan,

Thank you for your time and consideration. We are eager to explore the opportunity of partnering with Cypress-Fairbanks ISD to drive enrollment growth and stabilization using success-based strategies tailored to your District's unique strengths. We recognize and deeply value the commitment that you and your team make to providing exceptional opportunities for students in traditional public schools. Our goal is to elevate and highlight the many benefits your District brings to families in the community.

A well-executed, sustainable Student Recruitment Campaign can deliver multiple benefits, including:

- Increased Student Enrollment
- Increased resources for the District
- Boosted employee engagement, morale, and retention
- Enhanced return on taxpayer investment
- Strengthened family engagement and community loyalty
- Internal recognition for the hard work and dedication of your team

We work exclusively with public schools to increase and stabilize student attendance, and we are excited about the potential of collaborating with you to boost enrollment. We provide customized proposals designed to meet your District's specific needs and objectives, and we hope this is the beginning of a strong, productive partnership.

Please feel free to reach out with any questions or if you'd like to discuss adjustments to the proposal. We look forward to the potential opportunity to work with you.

Sincerely,



Orlando V. Bridges
Strategic Partnership Executive
901-730-2627
Orlando@caissaps.com

## Why Run A Student Recruitment Campaign

Cypress-Fairbanks Independent School District ("District") families have more choices than ever with charter schools, private schools, microschools, homeschool networks, and virtual programs that actively market year-round. Competition is at an all-time high, and each student lost takes funding, programs, and momentum with it. To protect instructional quality and long-term stability, districts have to compete deliberately and continuously.

Parents start "shopping" before kindergarten and again at key transition points (Pre-K/K, 5th→6th, 8th→9th, and when they move). New movers, no-shows, recent withdrawals, and students outside feeder patterns are all being targeted by competitors. If we don't reach them first with clear value, timely outreach, and persistent follow-up, your District risks losing them for multiple years.

A modern recruitment campaign treats enrollment like a pipeline: identify priority audiences, deliver District-specific messages that match what families care about, and follow up until a decision is made. Done well, this stabilizes current enrollment, brings students back, and grows new enrollment which directly strengthens the District's budget and its ability to provide high-quality education for all students.

Partnering with Caissa Public Strategy, LLC, d/b/a Caissa K12 ("Caissa K12") equips your District to operate with a level of urgency and precision so you don't just defend enrollment, you win it.

> **"With two years of consecutive 1,000+ new students to the district, we couldn't be more impressed."**
>
> *K. Woods, School Chairman*

## Why Choose Caissa K12: A Performance-Based Partnership

We invest in your district's future, taking on the risk so you don't have to. Unlike activity-based efforts that bill for hours, ads, or dashboards, we only get paid for verified results. This means the district only pays for students who enroll through our efforts and remain long enough to be counted in your reporting.

**How results are verified:**

- We track every student by name or unique ID.
- Credit is earned only when enrollment and attendance are confirmed by the District.
- All results are auditable, and you have complete visibility.

**To make a performance model work, we ask for collaboration on:**

- Timely access to enrollment/attendance data for verification.
- Support in fixing routine data issues like misspellings and duplicate records.
- A single point of contact to keep approvals and data sharing moving.
- Approval to use your brand, logos, and taglines.
- View-only access to your SIS for expedited verification process.

**What you get from Caissa K12 (beyond a plan or platform):**

- A hands-on recruitment team that executes targeted outreach to new movers, no-shows, recent withdrawals, and priority neighborhoods.
- Messaging that highlights your District's unique assets and persistent follow-up until a decision is made.
- On-the-ground support working shoulder-to-shoulder with your staff to bring students back.
- Clear reporting that ties every dollar paid to documented enrollment impact.

**With Caissa K12, you're not funding activities. You're funding outcomes. We align to your count dates and enrollment goals, and get compensated only when students are in your classrooms.**

## Our Experience

Since 2017, Caissa K12 has partnered exclusively with public school districts to recruit and keep students. Our performance-based approach, hands-on outreach, and audit-ready verification have delivered measurable results at scale.

- **Working in 26 States.** Campaigns across urban, suburban, and rural districts with high-choice competition.
- **30,000+ Students Enrolled.** Phase 1 (new enrollment) and Phase 2 (no-show recovery) students enrolled and attended public schools.
- **$420M+ Budget Impact.** Verified budget increases tied directly to enrolled students.

**Bottom line:** We take the risk, you benefit from the results; students in classrooms and dollars to augment your budget.

## Student Recruitment Campaign — Overview

Competition for students is fierce. Families have more options, and they're being courted year-round. When a student doesn't choose your district, funding and opportunities follow them out the door. Caissa K12 manages enrollment like a true pipeline by identifying priority families, communicating what matters to them, and following through until they make a choice. With our performance-based

model, you pay only for verified outcomes, meaning students who enroll and show up.

## Program Setup

We begin with a short Program Setup period of about two to three weeks to align goals, approvals, data access, and reporting. Together we define the full universe, which includes new movers, three years of withdrawals, zoned-but-not-enrolled students, open-enrollment eligibles, transition grades, Pre-K and kindergarten, and siblings. We also finalize the outreach map, key messages, and the verification plan. To keep momentum, the District provides edits to all messaging within five business days. If no edits are received, materials are considered approved so the launch stays on schedule.

**Verification is simple and auditable.** The preferred method is verification by Student ID. If IDs are not available, we reconcile by name and grade, and minor misspellings do not affect credit. For cadence, the District can either provide verified lists on the 15th and 30th of each month during active phases or grant Caissa K12 view-only access to the SIS (for example, PowerSchool) for real-time checks.

**Data, privacy, and security are built into the process.** We include limited contact-data enhancement and verification to support outreach and reconciliation, and Caissa K12 may retain enhanced data to improve campaign quality. If the District wants comprehensive deliverables for its own systems, such as full-file enhancement, predictive analytics, or broader data mining, those services are available as an add-on. All work complies with FERPA and applicable state laws. Data is encrypted and accessible only to authorized users. ***See Appendix C "Student Data and Privacy" for details.***

## Phase 1 - New Students

Phase 1 begins from campaign launch to the day before school starts and focuses on net-new enrollment and re-engagement. This isn't brand advertising; it's hands-on recruitment. Our team executes multilingual live calling, texting, email communications, door-to-door outreach where appropriate, community pop-ups, and targeted landing pages to share critical enrollment information. We remove barriers and provide key information to parents like transportation details, how to submit required documents, and where to access support.

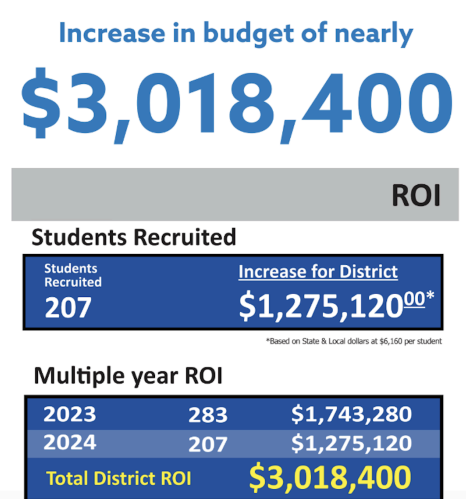
## Phase 2 - No Shows

Phase 2 begins the first week of school and runs about 45 days. Here, the job is speed: locate registered students who didn't show and get them to your schools. We use rapid-response contact outreach and, where appropriate, in-person outreach, to ensure families have the information they need to get their student back to school. When a no-show student attends, the District gains a funded student and we earn credit under the performance terms of our contract.

**In short**: We bring the people, process, and persistence to win enrollment back. At Caissa K12 we stand behind our work, so you only pay when your district grows.

# Wrap Up Report

At the completion of **Phase 1** and **Phase 2** of the recruitment campaign, Caissa K12 will provide a detailed wrap-up report that outlines our efforts in detail. This report will compile all our recruitment efforts for the District into a single comprehensive document. Additionally, the report will include **Family Response Data**, which Caissa K12 will collect through documented conversations with families. This data will capture opinions, perceptions, and other relevant information regarding why families are choosing specific schools. **See an example wrapup report below.**







Upon request, the raw Family Response Data can be provided in report form for an additional fee, offering valuable insights for the District's future recruitment and retention strategies.

# Terms & Conditions

**1) Additional Services & Events**

Caissa K12 may provide services outside this scope (e.g., community events, workshops, surveys (parent/student/teacher), and secret shopping) at additional cost to be mutually agreed on in writing. For any such requests, the parties will create a task list and pricing schedule; the District will provide at least thirty (30) days' notice to allow proper planning.

**2) Safety, Security & Compliance**

Caissa K12 will protect student data in compliance with FERPA, applicable state student-privacy laws, and other relevant regulations. Data is encrypted in transit and at rest; least-privilege access is enforced; only authorized personnel may access student records. Caissa K12 maintains breach-response protocols including prompt notice consistent with applicable law and District policy. Data is used solely to perform contracted services.

Insurance Caissa K12 maintains: Commercial General Liability, Automobile Liability, Umbrella Liability, Workers' Compensation, Professional Liability, and Cyber Liability. Certificates of Insurance are available upon request.

**3) Operational Cadence: Hand-Off & Pricing Process**

Beginning approximately six (6) weeks after campaign start and recurring every 30 days, (typically on the 15th or 30th, per District preference) Caissa K12 will submit micro-commitment groups (families who have expressed intent, initiated, or completed enrollment) for District verification.

- District Role: Within fifteen (15) days after each reporting date, the District will identify any barriers (e.g., missing paperwork/signatures) via the agreed system so CaissaK12 can re-engage and resolve with the targeted families.
- Default Rule: If the District does not respond within the fifteen-day window, those students will be treated as credited recruits for final reconciliation and invoicing as if attending.
- SIS Alternative: In lieu of bi-monthly list returns, the District may grant view-only SIS access (e.g., PowerSchool) so Caissa K12 can monitor status for Phases 1 and 2.

**4) Progress Governance**

The parties will conduct bi-weekly progress meetings to surface issues early, adjust tactics, and coordinate support. Caissa K12 will provide auditable tracking to ensure shared visibility on engagement and enrollments.

**5) Invoicing, Payment & Price Adjustments**

**Setup Fee:** A one-time setup fee is due at campaign start (unless waived or deferred under the Term).

**Performance Billing:** Caissa K12 invoices for students who enroll and attend before the agreed count date(s), based on verification rules above (e.g., Student ID preferred; name+grade acceptable; minor misspellings do not invalidate credit). This applies for both phase 1 and 2.

**Hand-Off:** If the District does not flag barriers within the 15-day post-reporting period, Caissa K12 may include those students on the invoice.

**Timeliness Adjustment:** To receive listed per-student pricing, CaissaK12 must receive a verified recruit list within 15 days after the required attendance period. Lists received later are subject to an additional $175 per student.

**Net 30; Late Charges:** Invoices are Net thirty (30) days. Past due balances accrue 1.5% per month (or the maximum permitted by law, if less) from due date until paid.

**Wrap-Up Report:** Within 30 days after school starts, the District finalizes enrolled/attending lists. Caissa K12 will issue a final invoice and a wrap-up report summarizing outcomes. Upon request, Caissa K12 can provide raw Family Response Data (summaries of family perceptions collected during documented conversations) for an additional fee. Caissa K12 may prepare press releases highlighting the District's work; drafts will be submitted for District approval, or the District may issue releases itself using provided samples.

**6) Term, Renewal & School-Year Alignment**

**Term:** The Agreement commences upon execution and continues for five (5) years unless agreed upon by the parties for a different term.

**Renewal:** The Agreement automatically renews in one-year increments (up to the agreed Term) unless terminated earlier or extended by mutual written agreement.

**Fiscal-vs-School Year:** If the contract Term would otherwise end before a school-year cycle completes, the Term automatically extends through the beginning of the school year so Caissa K12 can complete the campaign. The District will ensure any necessary contract amendments (time/funds) are executed timely.

**7) Early Termination (Performance-Based Contract)**

The District may terminate with thirty (30) days' written notice. Because Caissa K12 invests substantial at-risk resources, the District agrees to the following scaled amounts if termination occurs before campaign completion:

- 0–30 days: District owes the setup fee.
- 31–120 days: District owes 2× the setup fee.
- After 120 days: District owes 4× the setup fee plus payment for any students successfully enrolled by CaissaK12.

Upon early termination, Caissa K12 will provide a pipeline list of in-progress prospects so the District may continue recruitment independently.

**8) Modifications to Services or Fees**

If there is a material scope change or unforeseen costs arise, Caissa K12 may propose fee/service adjustments with thirty (30) days' written notice. Any modification requires mutual written agreement.

**9) Dispute Resolution**

The parties will first attempt to resolve disputes (services, invoices, recruited lists) through good-faith negotiation. If not resolved within thirty (30) days, either party may request mediation prior to pursuing legal remedies.

**10) Force Majeure**

Neither party is liable for delay or failure to perform due to causes beyond reasonable control (including natural disasters, epidemics/pandemics, labor actions, or government orders). The affected party will notify the other and the parties will cooperate in good faith on a reasonable solution.

**11) Authority; Attorneys' Fees; Successors & Assigns**

The District represents that the signatory has full authority to bind the District. In litigation relating to this Agreement, the prevailing party is entitled to reasonable attorneys' fees and costs. This Agreement binds and benefits the parties and their successors and assigns.

**12) Entire Agreement; Amendments; Severability**

This Agreement (including exhibits/attachments) is the entire agreement and supersedes all prior understandings. Any amendment must be in writing and signed by both parties. If any provision is held invalid or unenforceable, the remainder remains in full force and effect.

**13) Offer Validity**

This proposal, including pricing and terms, is valid for forty-five (45) days from the District's initial receipt. After 45 days, Caissa K12 may revise terms, conditions, and pricing to reflect current conditions.

**14) Media**

Caissa K12 is also authorized to submit press releases to local and national media outlets, highlighting the innovative work of the District and our collaborative efforts. If the District prefers, sample press releases can be provided, allowing the District to submit them on its own behalf.

## Features & Pricing

| Tasks | Percentage of Total Student Recruitment Cost |
|---|---|
| Training Dedicated Care Team - Includes wages, bonuses for team members and trainers | 8% |
| Team Support Material - Tracking software, GPS trackers, route mapping, phones, grassroots implementation materials (call banking list, walking lists, advertising, event materials).<br><br>Payroll and Wages, including field team leads and staffers, project lead, data recorders, and all associated tax burdens and benefits where applicable<br><br>Per Diem Field Team Members (includes travel and meals) | 10%-25%<br><br>50%-60%<br><br>5%-10% |
| After Action Review and Final Reporting Meetings with the District Leadership | 2% |
| Overhead - Insurance, Risk Management, Background Checks and On-boarding of Team Members | 5% |
| Profit | 10% |
| **Setup Fee & Final Billing Adjustment**<br><br>To ensure compliance with district requirements and to establish active vendor status, a **non-refundable setup fee of $42,800** will be charged upon execution of this agreement. This fee covers the administrative process of obtaining necessary approvals and maintaining active vendor status within the District.<br><br>The setup fee will be **deducted from the final invoice** at the conclusion of the project. Should the agreement be terminated before completion, the setup fee will not be refunded and will serve as compensation for the efforts undertaken to secure vendor approval and initiate services. | **$42,800**<br><br>***Waive if signed by December 31st, 2025*** |

| Pricing Options | Contract Terms |
|---|---|
| **$1,402 Per Student Fee** | • Minimum 2-year contract<br>• Two (2) Student Count Dates: 1st Count Date is before November 1st and 2nd Count Date is March 1st or sooner<br>• Purchase Order (PO) needed once campaign launches<br>• Student Information System (SIS) access may be provided to Caissa K12 with a login - read access only<br>• Allowed to recruit all grades (K-12) from any source not currently attending the District<br>• **MANDATORY front desk worker training to complement ongoing retention campaign activities** |
| **$980 Per Student Fee** | • Minimum 3-year contract<br>• Count Date is before November 1st<br>• Purchase Order (PO) needed once campaign launches<br>• Student Information System (SIS) access will be provided to Caissa K12 with a login - read access only<br>• Allowed to recruit all grades (K-12) from any source not currently attending the District |
| **$935 Per Student Fee** | • Minimum 5-year contract<br>• Count Date is within 30 days after the start of school<br>• Purchase Order (PO) needed once campaign launches<br>• Student Information System (SIS) access will be provided to Caissa K12 with a login - read access only<br>• Allowed to recruit all grades (K-12) from any source not currently attending the District |

# Your District's Price: $895

**Your District's Terms:**

- **Set up fee waived if signed by** December 31, 2025
- **Campaign timeline** - 2026-27 and 2027-28 school years
- **Count date** - Texas October FTE Count Date
- **Term** - 2 years
- **Other adjustments** - N/A

**At-a-Glance Campaign Calendar**

Year 1

- **Phase 1:** New Student Recruitment — January 2026 - 2 weeks after the first day of school
- **Phase 2:** No-Show Recovery — 7 business days after first day of school - October Count Date

Year 2

- **Follows applicable campaign timeline.**

***A Sample Campaign Calendar Is Attached as Appendix A: Campaign Calendar***

**Note:** Sample timeline only; final dates will be aligned to the client's academic calendar, enrollment windows, count dates, and start dates of the contract.

**Authorization of Scope of Work and Binding Agreement**

This scope of work is made and entered as of December 2, 2025 by and between Caissa Public Strategy, LLC d/b/a Caissa K12, a Tennessee Limited Liability Company with offices at 5100 Poplar Avenue, Suite 1720 Memphis, TN 38137 and Cypress-Fairbanks Independent School District. Caissa K12 shall provide the services set forth in the attached scope of work. In witness whereof, the parties have caused this scope of work to be duly executed and delivered as of the day and year first written above.

Caissa Public Strategy, LLC
*d/b/a/ Caissa K12*

By:_____

Signature:_____

Authorized Personnel Title:_____

Date:_____

Cypress-Fairbanks Independent School District

By:_____

Signature:_____

Authorized Personnel & Title:_____

Date:_____

# APPENDIX A: Campaign Calendar

## Sample Campaign Calendar

**Note:** Sample timeline only; final dates will be aligned to the client's academic calendar, enrollment windows, count dates, and start dates of the contract.

## Phase 0 — Program Setup (2–3 weeks)

**Example window: Nov 3–Nov 21, 2025**

- Kickoff; confirm goals for Net-New Enrollment & No-Show Recovery; assign single points of contact.
- Data access & governance; withdrawal files (last 3 years); SIS (view-only) request; privacy & security checklist.
- Draft outreach workflows, message map, landing page wireframes; define verification & reporting cadence (15th/30th or SIS access).
- Build target universe (new movers, zoned-but-not-enrolled, open-enrollment eligibles, transition grades, Pre-K/K, siblings); community/feeder zone mapping.
- First creative & scripts to District; approvals due within 5 business days.
- Program Setup complete; Phase 1 launch prep.

## Phase 1 — New Student Recruitment (Hands-On Execution)

**Example window: Nov 24, 2025 – Aug 9, 2026** (day before school starts on Aug 10, 2026)

**Launch Sprint**

- Phase 1 go-live; outreach sequences begin (multilingual live calls/text/email); landing page live; tracking & reconciliation checks.
- First 15/30 cadence window opens (District may provide verified list or SIS access).

**Monthly Cadence & Focus Blocks**

- **December:** New-mover holiday surge; sibling cross-sell; transition-grade teasers.
- **January:** Pre-K/K Roundup push; feeder pattern re-engagement; charter/private conversions.
- **February:** Zoned-but-not-enrolled canvass; community pop-ups; language-specific nights.
- **March:** Open-enrollment push; transition grades (5→6, 8→9) decision weeks; new-mover sweep.
- **April:** Barrier-removal campaigns (transportation, records, schedules); digital retargeting refresh; landing-page A/B.
- **May:** Summer-melt prevention (pre-commit confirmations); recent withdrawals re-engagement.
- **June:** New-mover sweep; feeder-zone block-walking (where appropriate); multilingual calling blitz.
- **July:** Final surge: transportation times/routes info, schedule placement support, records transfer assistance.
- **August (pre-start):** Countdown week; nightly call/text cadence; appointment setting for on-site

enrollment help.

**Ongoing Throughout Phase 1**

- District approvals inside 5 business days (default approval thereafter).
- Auditable reporting tied to Student ID (or name+grade if IDs unavailable).
- Privacy & security compliance; encryption; least-privilege access.

## Phase 2 — No-Show Recovery (Post-Start, High-Urgency)

**Example window: Aug 10 – Sep 24, 2026** ( estimated 45 days after first day of school)

- First day of school: District provides initial **No-Show** list (or activates SIS view-only access).
- Rapid sequences (live calls/text/email); door-knocking where appropriate; barrier removal (transportation, records, schedules).
- Verification windows (15th and 30th) or ongoing SIS checks; continue daily outreach to unresolved contacts.
- Rolling no-show updates; second-wave outreach; in-person "enroll-and-go" events.
- Focus on hard-to-reach families; escalations and home visits; cross-checks against neighboring districts (where permitted).
- Final sweep to secure attendance prior to the first **count date** (client-specific). Prepare the reconciliation packet.
- Submit final Phase 2 verification for count.

## Verification & Credit (applies to all phases)

- **Primary method:** District-provided **Student ID** for precise reconciliation.
- **Alternative method:** Name + grade accepted; minor misspellings do not invalidate credit when match is reasonable.
- **Cadence:** District provides verified lists on the **15th and 30th** of each month during active phases **or** grants **view-only SIS access** (e.g., PowerSchool) for real-time status.

## Branding & Communications

- District authorizes CaissaK12 to use District names, logos, and marks for targeted recruitment communications (email, SMS, digital ads, landing pages, print). All messaging is subject to District approval prior to distribution. If a District-embedded link is not available, Caissa K12 may deploy a **District-approved** landing page for engagement and tracking.

## At-a-Glance Timeline

- **Phase 0:** Program Setup — example **Nov 3–Nov 21, 2025**
- **Phase 1:** New Student Recruitment — example **Nov 24, 2025 – Aug 9, 2026**
- **Phase 2:** No-Show Recovery — example **Aug 10 – Sep 24, 2026**

**Customization:** We adjust start/stop windows, sprint themes, and verification cadence to each client's school start date(s), open-enrollment windows, and statutory count dates.

# APPENDIX B: Additional Services

| | |
|---|---|
| **Data Enhancement and Verification Pricing** | Prices start at $0.10 per contact, varying by service type, student count, and update frequency |
| **Detailed Analysis and Presentation of Campaign Findings** | This presentation delivered in-person or virtually, provides key insights, benchmarking, and strategic recommendations to enhance school performance, engagement, and retention through data-driven evaluation, customer experience assessment, and actionable improvement strategies, with an opportunity for Q&A and discussion.<br><br>Please contact us for pricing details |
| **Parent Engagement Survey** | This survey provides insights into family expectations, preferences, and perceptions, helping the district align with parent needs, improve communication, and enhance marketing and retention strategies.<br><br>Please contact us for pricing details |
| **Secret Shopper** | Secret Shopping evaluates customer experience in your schools and competitors, providing detailed assessments of key factors affecting student recruitment and retention.<br><br>Please contact us for pricing details |
| **Strategic Communications** | Caissa K12 reviews district outreach, analyzing communication effectiveness and identifying gaps to ensure clear, consistent messaging that reaches all families, especially underserved communities.<br><br>Please contact us for pricing details |
| **Customer Service Training** | This training series helps develop public school professionals into communications experts by developing your team's soft skills in conflict de-escalation and customer service.<br><br>Please contact us for pricing details |



# APPENDIX C: Student Data And Privacy

**1. Data Enhancement and Verification**

- **Proprietary Software Solutions**: Our process begins by utilizing proprietary software that integrates various public records and verified data sources to locate and confirm current contact information for students and their families. This ensures that outdated or incomplete data is updated with the most accurate information available.
- **Real-Time Data Validation**: The software cross-references information against authoritative databases to verify the accuracy of email addresses, phone numbers, and physical addresses. This step reduces the risk of communication failures due to incorrect contact details.

**2. Data Mining and Machine Learning - *With District Approval and Privacy Compliance***

- **Machine Learning Algorithms**: We employ machine learning algorithms capable of scanning large datasets to match and enhance existing student data. This technology identifies patterns and correlations within the data that reveal updated contact information while maintaining compliance with privacy laws.
- **Predictive Analytics**: Using predictive analytics, we forecast changes in contact details (e.g., relocations) based on demographic trends and other relevant data points. This proactive approach helps keep data current for future outreach efforts.

**3. Data Enrichment Tools - *With District Approval and Privacy Compliance***

- **Third-Party Integrations**: Our system may integrate with reputable data enrichment services that specialize in aggregating updated contact details, social media profiles, and public information to provide a well-rounded view of each student. This adds value by enabling more effective and personalized communication.
- **Automated Data Matching**: Advanced matching algorithms assess current student records against external databases to locate corresponding updated emails, phone numbers, and addresses. This automated process ensures high efficiency and minimizes manual labor.

**4. Use of Open Data Sources and APIs - *With District Approval and Privacy Compliance***

- **Public and Commercial Data Sources**: We access open data and commercial APIs that pull from publicly available records, such as postal databases and telecommunications records, to enhance contact information.
- **Geolocation and Mapping Tools**: For address verification and updates, we use geolocation technology that confirms the validity of physical addresses and highlights discrepancies in current records.

**5. Data Privacy and Security**

- **Compliance with Data Protection Laws:** All data enrichment and enhancement activities are conducted in strict adherence to applicable data privacy regulations, including GDPR and CCPA, to safeguard student information and ensure ethical use of data.
- **Encryption and Secure Data Handling:** Our systems employ high-level encryption protocols to protect all data processed during the enhancement phase, maintaining confidentiality and security.

**6. AI-Powered Search Engines - *With District Approval and Privacy Compliance***

- **Deep Search Capabilities:** Our proprietary software includes AI-powered search functions that can locate hard-to-find or hidden contact details by crawling digital footprints, like social media accounts and public records.
- **Natural Language Processing (NLP):** NLP tools allow us to analyze textual data for clues that suggest changes in contact information, ensuring comprehensive data updates.

**7. Real-Time Updates and Automated Monitoring - *With District Approval and Privacy Compliance***

- **Continuous Monitoring:** Our system is equipped with real-time monitoring capabilities that alert us when a change in contact details is detected, enabling continuous data accuracy and relevancy.
- **Automated Alerts:** Stakeholders can receive automated notifications of updated contact information for proactive outreach planning.
- **Update Schedule:** Typically, information is updated bi-weekly to the District

CFISD

# FEDERAL SINGLE AUDIT REPORT

FOR THE FISCAL YEAR ENDED JUNE 30, 2025

# FEDERAL SINGLE AUDIT REPORT

- **Opinion on the Compliance with Major Programs**
  - Unmodified or "clean" opinion
  - Major Programs tested:
    - ✓ Child Nutrition
    - ✓ Title II
    - ✓ COVID 19 – Disaster Grant (FEMA)

CFISD

# FEDERAL SINGLE AUDIT REPORT

- **Basis for Opinion on Each Major Federal Program**
- **Responsibilities of Management for Compliance**
- **Auditor's Responsibilities for the Audit of Compliance**
- **Report on Internal Control Over Compliance**
- **Report on Schedule of Expenditures of Federal Awards Required by the U.S. Code of Federal Regulations**

CFISD



# QUESTIONS

# Cypress-Fairbanks Independent School District

Federal Single Audit Report
For the Fiscal Year Ended June 30, 2025

weaver
Assurance • Tax • Advisory

# Cypress-Fairbanks Independent School District

Federal Single Audit Report
For the Fiscal Year Ended June 30, 2025
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1800 Hughes Landing Blvd, Suite 500
The Woodlands, Texas 77380
713-800-1060

**Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

The Board of Trustees of
Cypress-Fairbanks Independent School District

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Cypress-Fairbanks Independent School District (the District) as of and for the fiscal year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated October 21, 2025.

***Report on Internal Control over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

***Report on Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

The Board of Trustees of
Cypress-Fairbanks Independent School District

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Weaver and Tidwell, L.L.P.

WEAVER AND TIDWELL, L.L.P.

The Woodlands, Texas
October 21, 2025

1800 Hughes Landing Blvd, Suite 500
The Woodlands, Texas 77380
713-800-1060

**Independent Auditor's Report on Compliance for Each Major Federal Program, Report on Internal Control over Compliance, and Report on the Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

The Board of Trustees of
Cypress-Fairbanks Independent School District

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited Cypress-Fairbanks Independent School District's (the District) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the fiscal year ended June 30, 2025. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2025.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

**Report on Internal Control Over Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

**Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated October 21, 2025, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Weaver and Tidwell, L.L.P.

WEAVER AND TIDWELL, L.L.P.

The Woodlands, Texas
December 5, 2025

# Cypress-Fairbanks Independent School District

**Exhibit K-1**

Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2025

| (1) Federal Grantor/ Pass-Through Grantor/ Program Title | (2) Federal Assistance Listing Number | (2A) Pass-Through Entity Identifying Number | (3) Total Federal Expenditures |
|---|---|---|---|
| **U.S. DEPARTMENT OF EDUCATION** | | | |
| Passed Through State Department of Education: | | | |
| ESSA Title I, Part A-Improving Basic Programs | 84.010A | 25610101101907 | $ 34,504,468 |
| ESSA Title I, Part A-Improving Basic Programs | 84.010A | 24610101101907 | 892,153 |
| Total Assistance Listing Number 84.010A | | | 35,396,621 |
| Special Education Cluster (IDEA): | | | |
| IDEA-B Formula | 84.027A | 246600011019076600 | 33,176 |
| IDEA-B Formula | 84.027A | 256600011019076600 | 18,611,941 |
| IDEA-B Discretionary (Deaf) | 84.027A | 256600111019076673 | 214,395 |
| IDEA-B Discretionary (Deaf) | 84.027A | 246600111019076673 | 14,468 |
| Total Assistance Listing Number 84.027A | | | 18,873,980 |
| IDEA-B Preschool | 84.173A | 246610011019076610 | 1,594 |
| IDEA-B Preschool | 84.173A | 256610011019076610 | 353,982 |
| Total Assistance Listing Number 84.173A | | | 355,576 |
| Total Special Education Cluster (IDEA) | | | 19,229,556 |
| Perkins V: Strengthening CTE for 21st Century | 84.048A | 25420006101907 | 1,575,726 |
| Perkins V: Strengthening CTE for 21st Century | 84.048A | 24420006101907 | 14,142 |
| Total Assistance Listing Number 84.048A | | | 1,589,868 |
| IDEA-C Early Childhood Intervention | 84.181A | 243911011019073911 | 18 |
| IDEA-C Early Childhood Intervention | 84.181A | 253911011019073911 | 3,293 |
| Total Assistance Listing Number 84.181A | | | 3,311 |
| 2023-2024 Texas Education for Homeless Children and Youth | 84.196A | 244600057110018 | 41,948 |
| 2024-2025 Texas Education for Homeless Children and Youth | 84.196A | 254600057110032 | 58,257 |
| Total Assistance Listing Number 84.196A | | | 100,205 |
| Title III, Part A-Immigrant | 84.365A | 25671003101907 | 618,287 |
| Title III, Part A-English Language Acquisition and Language Enhancement | 84.365A | 24671001101907 | 257 |
| Title III, Part A-English Language Acquisition and Language Enhancement | 84.365A | 25671001101907 | 2,243,687 |
| Total Assistance Listing Number 84.365A | | | 2,862,231 |
| ESSA Title II, Part A-Supporting Effective Instruction | 84.367A | 24694501101907 | 554,755 |
| ESSA Title II, Part A-Supporting Effective Instruction | 84.367A | 25694501101907 | 3,225,147 |
| Total Assistance Listing Number 84.367A | | | 3,779,902 |
| Teacher Quality Partnership Grant-AGGIETERM | 84.336S | S336S200027-M2403828 | 44,850 |
| Improving Academic Achievement, Summer School LEP | 84.369A | S369A230045 | 148,620 |
| ESSA Title IV, Part A, Subpart 1 | 84.424A | 25680101101907 | 1,958,030 |
| ESSA Title IV, Part A, Subpart 1 | 84.424A | 24680101101907 | 33,578 |
| Total Assistance Listing Number 84.424A | | | 1,991,608 |
| COVID-19 - Education Stabilization Fund (ARP ESSER III) | 84.425U | 21528001101907 | 22,770 |
| COVID-19 - American Rescue Plan – Homeless I - TEHCY Supplemental | 84.425W | 215330017110018 | 17,772 |
| COVID-19 - American Rescue Plan – Elementary and Secondary School Emergency Relief – Homeless Children and Youth | 84.425W | 21533002101907 | 113,803 |
| Total Assistance Listing Number 84.425 | | | 154,345 |
| **TOTAL U.S. DEPARTMENT OF EDUCATION** | | | $ 65,301,117 |

The Notes to Schedule of Expenditures of Federal Awards are an integral part of this schedule.

# Cypress-Fairbanks Independent School District

**Exhibit K-1**

Schedule of Expenditures of Federal Awards – Continued
For the Fiscal Year Ended June 30, 2025

| (1) Federal Grantor/ Pass-Through Grantor/ Program Title | (2) Federal Assistance Listing Number | (2A) Pass-Through Entity Identifying Number | (3) Total Federal Expenditures |
|---|---|---|---|
| **U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES** | | | |
| CCDF Cluster: | | | |
| Passed Through Neighborhood Centers Inc. - NCI Workforce Solutions: | | | |
| Pre-K Extended Day Care | 93.596 | 2824CCMC05 | $ 3,559 |
| Pre-K Extended Day Care | 93.596 | 2825CCMC05 | 65,560 |
| Total CCDF Cluster | | | 69,119 |
| Medicaid Cluster: | | | |
| Passed Through Texas Health and Human Services Commission: | | | |
| Medicaid Administrative Claiming Program (MAC) | 93.778 | HHS000537900519 | 293,499 |
| Total Medicaid Cluster | | | 293,499 |
| **TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES** | | | 362,618 |
| **U.S. DEPARTMENT OF HOMELAND SECURITY** | | | |
| Pass-Through Texas Division of Emergency Management | | | |
| COVID-19 - Disaster Grants - Public Assistance (Presidentially Declared Disasters) | 97.036 | DR-4485 | 4,820,506 |
| **TOTAL U.S. DEPARTMENT OF HOMELAND SECURITY** | | | 4,820,506 |
| **U.S. DEPARTMENT OF AGRICULTURE** | | | |
| Child Nutrition Cluster: | | | |
| Passed through the Texas Education Agency: | | | |
| National School Breakfast Program | 10.553 | 71402401 | 16,246,403 |
| National School Breakfast Program - SSO Program | 10.553 | 71402401 | 160,066 |
| Passed through the Texas Education Agency: | | | |
| National School Lunch Program | 10.555 | 71302401 | 43,794,916 |
| National School Lunch Program - SSO Program | 10.555 | 71302401 | 401,522 |
| Passed through Texas Department of Agriculture - Noncash Assistance (Commodities): | | | |
| National School Lunch Program | 10.555 | NT4XL1YGLGC5 | 5,276,131 |
| Total Assistance Listing Number 10.555 | | | 49,472,569 |
| Total Child Nutrition Cluster | | | 65,879,038 |
| Passed through Texas Department of Agriculture: | | | |
| Local Food For Schools Cooperative | 10.185 | NT4XL1YGLGC5 | 289,272 |
| Passed through Texas Department of Agriculture: | | | |
| Child and Adult Care Food Program | 10.558 | NT4XL1YGLGC5 | 392,491 |
| **TOTAL U.S. DEPARTMENT OF AGRICULTURE** | | | 66,560,801 |
| **TOTAL EXPENDITURES OF FEDERAL AWARDS** | | | $ 137,045,042 |

The Notes to Schedule of Expenditures of Federal Awards are an integral part of this schedule.

## Cypress-Fairbanks Independent School District

Notes to Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2025

### Note 1. Summary of Significant Accounting Policies

The District accounts for all awards under federal programs in the General Fund, Debt Service Fund, and certain Special Revenue Funds in accordance with the Texas Education Agency's *Financial Accountability System Resource Guide*. These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e. revenues and other financing sources) and decreases (i.e. expenditures and other financing uses) in net current assets.

The modified accrual basis of accounting is used for these funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the liability is incurred, if measurable, except for certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned. Generally, unused balances are returned to the grantor at the close of specified project periods.

National School Lunch Program non-cash commodities are recorded at their estimated market value at the time of donation.

### Note 2. De Minimis Cost Rate

The District has elected not to use the 10% de minimis indirect cost rate as allowed under Uniform Guidance.

### Note 3. Expenditures from a Prior Fiscal Year

The expenditures reported for the following federal program was incurred in a prior fiscal year:

| | Amount |
|---|---|
| COVID-19 - Disaster Grants - Public Assistance (Presidentially Declared Disasters) | $ 4,820,506 |
| **Total prior fiscal year's expenditures** | $ 4,820,506 |

## Note 4. Reconciliation to Basic Financial Statements

The following is a reconciliation of expenditures of federal awards per Exhibit K-1 and federal revenues reported on Exhibit B-2 of the District's Annual Comprehensive Financial Report:

| | | |
|---|---|---|
| Total expenditures of federal awards per Exhibit K-1 | $ | 137,045,042 |
| Additional federal revenues reported in the general fund, debt service fund, and special revenue fund: | | |
| School Health and Related Services | | (255,996) |
| Reserve Officers' Training Corps | | 618,183 |
| Interest Subsidy on Qualified School Construction Bonds | | 174,798 |
| ERATE Reimbursement | | 1,619,647 |
| Alternative Fuel Tax Credit | | 1,259,097 |
| **Total federal revenues reported on Exhibit B-2** | $ | 140,460,771 |

## Cypress-Fairbanks Independent School District

Schedule of Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2025

### Section 1. Summary of Auditor's Results

**Financial Statements**

| | |
|---|---|
| ***1.*** Type of auditors' report issued | Unmodified |
| ***2.*** Internal control over financial reporting: | |
| ***a.*** Material weakness(es) identified? | No |
| ***b.*** Significant deficiency(ies) identified that are not considered to be material weaknesses? | None reported |
| ***3.*** Noncompliance material to financial statements noted? | No |

**Federal Awards**

| | |
|---|---|
| ***4.*** Internal control over major programs: | |
| ***a.*** Material weakness(es) identified? | No |
| ***b.*** Significant deficiency(ies) identified that are not considered to be material weaknesses? | None reported |
| ***5.*** Type of auditors' report issued on compliance with major programs? | Unmodified |
| ***6.*** Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a) of the Uniform Guidance? | No |
| ***7.*** Identification of Major Programs | Child Nutrition Cluster – 10.553 & 10.555<br>Title II – 84.367<br>COVID-19 – Disaster Grants – Public Assistance (Presidentially Declared Disasters) – 97.036 |
| ***8.*** Dollar threshold used to distinguish between Type A and Type B federal programs | $3,000,000 |
| ***9.*** Auditee qualified as a low-risk auditee? | Yes |

### Section 2. Financial Statement Findings

None reported

### Section 3. Federal Award Findings and Questioned Costs

None reported

## Cypress-Fairbanks Independent School District

Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2025

### Prior Year Findings

None reported

**Board Officers**

After each Board ~~of Trustees~~ election, the Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. ~~The Board may assign a District employee to provide clerical assistance to the Board.~~ Officers shall be elected by majority vote of the members present and voting.

Vacancy

A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

**Term and Duties**

Board officers shall serve for a term of ~~two years~~two years or until a successor is elected. Officers may not succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President

In addition to the duties required by law, the President of the Board shall~~:~~:

1. Preside at all Board meetings unless unable to attend~~;~~.
2. Have the right to discuss, make motions ~~and~~, propose resolutions, and vote on all matters coming before the Board~~;~~.
3. Assist the Superintendent in developing the agendas for Board meetings~~;~~.
4. Sign all appropriate Board documents~~; and~~.
5. Perform all customary duties of the office.

Vice President

The Vice President of the Board shall~~:~~:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President~~; and~~.
2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.

Secretary

The Secretary of the Board shall~~:~~:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting~~;~~.
2. Ensure that notices of Board meetings are posted and sent as required by law~~;~~.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer~~; and~~.
4. Sign or countersign documents as directed by action of the Board.

**Intellectual Property**

All copyrights, trademarks, and other intellectual property rights belonging to the District shall remain with the District at all times. Except as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be limited to District-related purposes.

Students

A student shall retain all rights to work created using District technology resources with the exception of work created for District-related projects.

Employees

*District Ownership*

As an agent of the District, an employee, including a student employee, shall not have rights to work ~~he or she creates~~created on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of ~~his or her~~District employment, including the right to obtain patents or copyrights.

*Employee Ownership*

~~If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, Districtwide license to the District for use of the patented work.~~ A District employee shall own any work or work product produced on ~~his or her own~~ personal time~~, away from his or her job~~ and with personal equipment and materials, including the right to obtain patents or copyrights.

~~*Permission*~~

~~*A District employee may apply to the*~~*Exception*

The Superintendent ~~or designee~~shall have the authority to permit use of District materials and equipment in ~~his or her creative~~ developing the employee's own projects, provided the employee agrees ~~either~~in writing to grant to the District a ~~non-exclusive, non-transferable~~nonexclusive, nontransferable, perpetual, royalty-free, District-wide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.

~~Works Made for Hire~~

Independent Contractors

The District may hire an independent contractor for specially commissioned ~~work(s)~~works under a written works-made-for-hire agreement that provides that the District shall own the work product created under the agreement, as permitted by copyright law. Independent contractors shall comply with copyright law in all works commissioned.

Return of Intellectual Property

Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellectual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.

**Copyright**

Unless the proposed use of a copyrighted work is an exception under the "fair use" guidelines maintained by the Superintendent ~~or designee~~, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder's work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

Technology Use

~~All persons are prohibited from using~~Use of District technology in violation of any law, including copyright law~~.~~, is prohibited. Only appropriately licensed images, applications, programs, or other software may be used with District technology resources. ~~No person shall use the~~The District's technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The ~~Board shall direct the~~ Superintendent ~~or designee to~~shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. ~~All persons~~Any person using District technology resources in violation of law shall lose user privileges in addition to other sanctions. [See BBI and CQ]

~~Electronic Media~~

~~Unless a license or permission is obtained, electronic media in the classroom~~Performances and Displays

The display and performance of copyrighted material, including motion pictures ~~and other audiovisual~~, dramatic works, ~~must be used in~~ musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the ~~course of~~curriculum;
- During face-to-face teaching activities ~~as defined by law~~;
- When viewed in a classroom or designated place of instruction; and
- With a lawfully made copy or through authorized access.

Designated Agent

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent's identity. The District shall include on its ~~Web site~~website information on how to contact the District's designated agent and a copy of the District's copyright policy. Upon notification, the District's designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District's technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

**Trademark**

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

School-Related Use

The District grants permission to students, student organizations, parent organizations and other District ~~-~~affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent ~~or designee~~ shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the ~~general~~ public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without ~~the~~ written ~~permission of~~authorization from the Superintendent ~~or designee~~. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District or campus trademarks without appropriate authorization ~~shall~~may be subject to legal action.

**General Education**

Consistent with ~~TEA's~~ the Texas Education Agency (TEA) *Student Attendance Accounting Handbook* (*SAAH*), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

**Special Education**

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~ The weeks ~~of confinement~~ need ~~to~~ not be consecutive.

If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

**Documentation of Services**

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH,* and a student's individualized education program ~~(IEP)~~, as applicable.

***Note:*** For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB(LOCAL).

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

**Objectives**

In this policy, "instructional materials" may include textbooks, library books when used for assignments, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

**Selection**

Instructional materials that are textbooks and related supplemental materials ~~shall be chosen~~, which may include items ~~-~~from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above. Library books when used as instructional materials in a classroom shall also comply with requirements in EFB(LOCAL).

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily

lives. [See also EMB regarding instruction about controversial issues.]

5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

~~**Challenged Resources**~~

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student, ~~a student who is 18 years of age or older, an individual employee, or any District resident~~ may ~~challenge an~~ request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to ~~challenges~~a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal ~~challenge~~ request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the ~~principal. Upon receipt of the form, the~~ principal. Upon receipt of the form, the principal shall appoint a reconsideration committee unless the challenged instructional resource is a supplemental instructional material selected by a classroom teacher or grade level (and not from the District curriculum) and has not already been through an informal reconsideration review. In this event, the campus principal should conduct an informal reconsideration review and make a determination regarding the instructional material. In the event the campus principal determines the instructional material is appropriate, a complainant may elect to proceed with the formal reconsideration process and the principal shall proceed with appointing a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

| | |
|---|---|
| *Frequency of Review* | After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process. |
| Appeal | The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF] |

## Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

**Definition / Program Components**

The District's program for gifted and talented students, called HORIZONS, is provided for "a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual . . . area, [and who] excels in a specific academic field." *(Education Code 29.121)* The HORIZONS program provides services for identified students in kindergarten~~—~~grade 12.

Courses designed to address the specific nature and needs of students identified as gifted and talented shall be offered in the four core subject areas. Students identified as gifted must be provided an opportunity to be grouped with their intellectual peers in an academic environment during the school day. Depending on courses and grade level, students may be grouped with other gifted/talented students, or they may be cluster grouped with other high-achieving students in advanced, K, or AP courses.

**Referral, Screening, and Parental Consent**

Teachers, school counselors, parents, or other interested persons may refer students in any grade for the gifted and talented program at any time. The District shall provide assessment opportunities to complete the screening and identification process at least once per school year. Referrals for students must be received by the last school day in November in order to be assessed in early spring (January/February). The actual November date shall be announced annually through various District publications and the District's website.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the ~~assessment~~identification procedures and services for the program prior to beginning the screening and identification process.

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an education record, subject to the protections set out in policies FL(LEGAL) and FL(LOCAL).

**Identification Criteria**

Criteria to identify gifted and talented students shall be established in the District's Board-approved plan for the gifted and talented program. The criteria shall be specific to the state definition of gifted and talented and ensure the fair assessment of all students, including those with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

All populations of the District shall have access to assessment for the gifted/talented program.

**Assessments**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following components, which are on the HORIZONS Identification Profile:

1. Cognitive ability tests;
2. Parent surveys; and
3. Teacher surveys based on classroom observations.

**Screening, Selection, and Placement**

A ~~selection~~placement committee shall be established at each campus. This committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and who are familiar with the state guidelines for gifted and talented programs.

This committee shall evaluate the completed HORIZONS Identification Profile for each referred student according to the established criteria and shall identify those students who meet the established placement criteria.

Parents shall receive written notification of the results of their child's gifted/talented screening. Participation in any program or services provided for gifted students is voluntary, and before a student is placed in a gifted program, the District shall obtain the parent's written permission.

**Appeals**

A parent, student, or educator may appeal any final decision of the ~~selection~~placement committee regarding ~~selection for or exit from~~ services in the gifted and talented program. Appeals shall be made first to the ~~selection~~placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

**Transfer Students**

Intradistrict

Students who are identified as gifted and talented and who transfer between schools within the District shall automatically continue in the program.

Interdistrict

A transfer student who was in a gifted/talented program in another district shall be placed in the District program with documentation data that verifies the student's placement in a gifted and talented program in the previous district. If documentation data is not available, the student must be retested.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Other transfer students shall be eligible for screening during the mid-year testing cycle. Parents must refer those students during the open referral period in the fall.

**Furlough**

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

**Continued Placement**

Students who participate in the gifted and talented program shall automatically continue in the program unless their academic achievement is not commensurate with the expected performance of gifted and talented students.

**Exit Provisions**

The District shall monitor student performance in response to gifted and talented program services. If at any time the ~~selection~~placement committee or a parent determines ~~it is in the best interest of the student to exit~~ the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Re-Entry

In order to re-enter the program, ~~the~~a student who has been administratively exited must be retested and qualify for the program by meeting the most current gifted/talented qualification standards.

If a student has been administratively exited from the program, the student or his or her parent has the opportunity to request reassessment no more than one time in elementary school, one time in middle school, and one time in high school.

**Program Evaluation**

The gifted program shall be evaluated annually for effectiveness, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The evaluation information shall be shared with Board members, administrators, teachers, school counselors, students, and the community. The evaluation process shall ensure that those involved in the planning and implementation of the gifted program are also involved in its evaluation, including parents.

**Funding**

The ~~District's~~ Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program ~~shall address effective use of funds for programs~~are spent providing and ~~services consistent with the standards in the state plan~~enhancing the District's program and that a method accounting for expenditures related to the gifted and talented ~~students~~program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community Awareness**

The District shall ensure that information about the gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

***Note:*** See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

**Certificate of Coursework Completion**

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

**Partial Credit**

When a student earns a passing grade in only half of a course and the ~~combined grade for~~average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

**Threat Assessment and Safe and Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent ~~or designee~~, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent ~~or designee~~ shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

**Student Code of Conduct**

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

**Extracurricular Standards of Behavior**

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

**"Parent" Defined**

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

**General Discipline Guidelines**

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
   a. The seriousness of the offense;
   b. The student's age;
   c. The frequency of misconduct;
   d. The student's attitude;
   e. The potential effect of the misconduct on the school environment;
   f. Requirements of Chapter 37 of the Education Code; and
   g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

**Corporal Punishment**

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

**Physical Restraint**

***Note:*** A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.

2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

~~3.~~ Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

~~4. Control an irrational student.~~

~~5.1. Protect property from serious damage.~~

~~A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]~~

**POSTED ON DISTRICT WEBSITE: November 12, 2025**

**30 DAY POSTING EXPIRES: December 13, 2025**

Library materials that are newly acquired by donation or being considered for a new purchase by the District shall be posted on the District's website for at least thirty days prior to the material being considered and approved by the Board of Trustees for acquisition or purchase. Each Board member may propose changes to the proposed library materials before the Board takes action on the list. The Board shall either approve or reject the library materials at the first meeting on or after the expiration of the 30 day posting. This procedure does not apply to library materials currently in the District library catalog at the same level that are replacing lost or damaged materials or adding additional copies of a material.

Please direct concerns / questions about any title's alignment with EFB (Local) policy to the Coordinator of Library Services at library@cfisd.net.

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| ELEMENTARY | 5-Minute Stories (Pokmon) | Christy Webster |
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| ELEMENTARY | A cat like that | Laminack, Lester L |
| ELEMENTARY | A comer! | Slegers, Liesbet |
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| ELEMENTARY | A fall day for Bear | Becker, Bonny |
| ELEMENTARY | A fishy adventure | Newton, A. I |
| ELEMENTARY | A forest song | Hall, Kirsten |
| ELEMENTARY | A huff-and-puff proof house and the science of The three little pigs | Koster, Gloria |
| ELEMENTARY | A little like magic | Kurpiel, Sarah |
| ELEMENTARY | A marvelous museum | Arrhenius, Ingela P |
| ELEMENTARY | A pinecone! | Yoon, Helen |
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| MIDDLE SCHOOL | SCOTTISH FOLDS | DOTY, ABBY |
| MIDDLE SCHOOL | Screech school | Killick, Jennifer |
| MIDDLE SCHOOL | SEA SNAKES | WILSON, SIERRA |
| MIDDLE SCHOOL | Seashells | Snow, Peggy |
| MIDDLE SCHOOL | Setting the Stage | Champion, Lindsay |
| MIDDLE SCHOOL | SHARKS AND THEIR FOOD CHAINS | EASON, KATHERINE |
| MIDDLE SCHOOL | SHIRE | MAZZARELLA, KERRI |
| MIDDLE SCHOOL | SIAMESE CATS | DOTY, ABBY |
| MIDDLE SCHOOL | SIBERIAN HUSKY | CREST, MASON |
| MIDDLE SCHOOL | Sign Language | Xiong, Keng |
| MIDDLE SCHOOL | Skandar and the spirit war | Steadman, A. F |
| MIDDLE SCHOOL | SKELETAL SYSTEM | ROSE, SIMON |
| MIDDLE SCHOOL | SKYLAR AND THE K-POP PRINCIPAL | GOLDIE, LUAN |
| MIDDLE SCHOOL | Smoke & mirrors | Ransaw, Rosalyn |
| MIDDLE SCHOOL | Snakes | Lim, Angela |
| MIDDLE SCHOOL | SNOOP | KORMAN, GORDON |
| MIDDLE SCHOOL | SOCCER | BERNE, EMMA CARLSON |
| MIDDLE SCHOOL | SOCCER GREATS : THE BEST OF ALL TIME | STREISSGUTH, TOM |
| MIDDLE SCHOOL | Sole Survivor | Ollestad, Norman |
| MIDDLE SCHOOL | Sony : makers of the PlayStation | Streissguth, Thomas |
| MIDDLE SCHOOL | SPACE JUNK | LOH-HAGAN, VIRGINIA |
| MIDDLE SCHOOL | SPACE SIGNALS | LOH-HAGAN, VIRGINIA |
| MIDDLE SCHOOL | SPAIN | AINSLEY, DOMINIC J |
| MIDDLE SCHOOL | SPHYNXES | DOTY, ABBY |
| MIDDLE SCHOOL | Spy School Blackout | Gibbs, Stuart |
| MIDDLE SCHOOL | Spy School Secret Service the Graphic Novel | Gibbs, Stuart |
| MIDDLE SCHOOL | Spy stalkers : using science to catch spies | Eason, Sarah |
| MIDDLE SCHOOL | Standoff | Skrypuch, Marsha Forchuk |
| MIDDLE SCHOOL | START WITH A VEGETABLE : MORE THAN 100 EASY, TASTY, PLANT-FORWARD R | SMITH, JESSICA |
| MIDDLE SCHOOL | Stunning Super Bowl moments | Clarke, David J |
| MIDDLE SCHOOL | Sue & Tai-chan. 2 | Konami, Kanata |
| MIDDLE SCHOOL | Sue & Tai-chan. 3 | Konami, Kanata |
| MIDDLE SCHOOL | Sue & Tai-chan. 4 | Konami, Kanata |
| MIDDLE SCHOOL | SUNRISE ON THE REAPING | COLLINS, SUZANNE |
| MIDDLE SCHOOL | Super Bowl record setters | Clarke, David J |
| MIDDLE SCHOOL | Supernovas and more sizzling sights | Williams, Ann |
| MIDDLE SCHOOL | Surprise Super Bowl heroes | Clarke, David J |
| MIDDLE SCHOOL | SWEDEN | AINSLEY, DOMINIC J |
| MIDDLE SCHOOL | Sweet stories about candy | Abdo, Kenny |
| MIDDLE SCHOOL | Sweet Valley twins. 6,The new girl | Andelfinger, Nicole |
| MIDDLE SCHOOL | TACO TUESDAYS : A WISH NOVEL | MANCILLAS, MONICA |
| MIDDLE SCHOOL | Talons of Power | Sutherland, Tui T |
| MIDDLE SCHOOL | Terror alert : using science to fight terrorism | Eason, Sarah |
| MIDDLE SCHOOL | TEXAS ICE STORMS | BECKER, TRUDY |

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|---|---|---|
| MIDDLE SCHOOL | The African animal encyclopedia | Royce, Brenda Scott |
| MIDDLE SCHOOL | THE AGE OF ENCHANTMENT | JAMES, ANNA |
| MIDDLE SCHOOL | The Arctic animal encyclopedia | Kuehl, Ashley |
| MIDDLE SCHOOL | The Asian animal encyclopedia | Basu, Ritta M |
| MIDDLE SCHOOL | The Australian animal encyclopedia | Gramson, Hannah |
| MIDDLE SCHOOL | The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter | Crenshaw, Ellen T |
| MIDDLE SCHOOL | THE BEAT I DRUM | BOWLING, DUSTI |
| MIDDLE SCHOOL | The body in the woods : be a crime scene investigator | Wood, Alix |
| MIDDLE SCHOOL | The brightest star | Grehan, Meg |
| MIDDLE SCHOOL | THE CARTOONISTS CLUB | TELGEMEIER, RAINA |
| MIDDLE SCHOOL | The court of the dead | Riordan, Rick |
| MIDDLE SCHOOL | THE DEADLY FATES | CLAYTON, DHONIELLE |
| MIDDLE SCHOOL | The distraction monster | Woodall, Ryan K |
| MIDDLE SCHOOL | The dragon's apprentice | Riley, James |
| MIDDLE SCHOOL | The dysfunctional family's guide to murder | Emery, Kate |
| MIDDLE SCHOOL | THE FORGOTTEN MAGIC OF ZOEY TURNER | STEWART, ERIN |
| MIDDLE SCHOOL | The Fortnite encyclopedia | Herman, Miles |
| MIDDLE SCHOOL | THE FRINDLE FILES | CLEMENTS, ANDREW |
| MIDDLE SCHOOL | THE GIRL IN THE WALLS | KUYATT, MEG EDEN |
| MIDDLE SCHOOL | The gods' revenge | Marsh, Katherine |
| MIDDLE SCHOOL | THE GORGON'S FURY | MULL, BRANDON |
| MIDDLE SCHOOL | The graveyard gift | Forgettable, Fern |
| MIDDLE SCHOOL | The grim adventure | Forgettable, Fern |
| MIDDLE SCHOOL | THE HOUSE AT THE EDGE OF MAGIC | SPARKES, AMY |
| MIDDLE SCHOOL | THE HOUSE NEXT DOOR | OH, ELLEN |
| MIDDLE SCHOOL | The Hybrid Prince | Sutherland, Tui T |
| MIDDLE SCHOOL | The incredibly human Henson Blayze | Barnes, Derrick |
| MIDDLE SCHOOL | THE LAST DRAGON ON MARS | REINTGEN, SCOTT |
| MIDDLE SCHOOL | The Last Kids on Earth and the Destructor's Lair | Ballier, Max |
| MIDDLE SCHOOL | The last tiger | Riew, Julia |
| MIDDLE SCHOOL | The Mario encyclopedia | Ringstad, Arnold |
| MIDDLE SCHOOL | The Minecraft encyclopedia | Madsen, Riley |
| MIDDLE SCHOOL | The monster trucks encyclopedia | Kuehl, Ashley |
| MIDDLE SCHOOL | THE MOON | WILBERFORCE, BERT |
| MIDDLE SCHOOL | The most perfect summer ever | Hill, Jonathan |
| MIDDLE SCHOOL | The muscle cars encyclopedia | Russo, Kristin J |
| MIDDLE SCHOOL | THE MYSTERY OF MYSTIC MOUNTAIN | FOX, JANET |
| MIDDLE SCHOOL | THE NEW SPACE ENCYCLOPEDIA : SPACE TRAVEL, STARS AND PLANETS, AST | MARTIN, CLAUDIA |
| MIDDLE SCHOOL | THE PLANETS | WILBERFORCE, BERT |
| MIDDLE SCHOOL | The poisoned king | Rundell, Katherine |
| MIDDLE SCHOOL | The professional wrestling encyclopedia | Gerard, Mary |
| MIDDLE SCHOOL | THE REEL WISH | MENDEZ, YAMILE SAIED |
| MIDDLE SCHOOL | The Rise of Neptune | Reintgen, Scott |
| MIDDLE SCHOOL | The scene of the crime | Kurkov, Lisa |
| MIDDLE SCHOOL | The scoop on snacks | Abdo, Kenny |
| MIDDLE SCHOOL | The secret astronomers | Walker, Jessica |
| MIDDLE SCHOOL | The story of my anger | Mendez, Jasminne |
| MIDDLE SCHOOL | THE SUN AND OTHER STARS | WILBERFORCE, BERT |
| MIDDLE SCHOOL | The Sword Thief --A Graphic Novel | Lerangis, Peter |
| MIDDLE SCHOOL | THE TAYLORS | CALONITA, JEN |
| MIDDLE SCHOOL | THE TOWER AT THE END OF TIME | SPARKES, AMY |
| MIDDLE SCHOOL | The twelve days of Christmas : a holiday fantasy | Lockwood, Todd |
| MIDDLE SCHOOL | The unmarked grave : be a forensic anthropologist | Wood, Alix |
| MIDDLE SCHOOL | The Vanishing of Lake Peigneur A Graphic Novel Based on a True Story | Wolf, Allan |
| MIDDLE SCHOOL | The wind in the willows | Peacock, Lou |

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| MIDDLE SCHOOL | The world soccer encyclopedia | Flynn, Brendan |
| MIDDLE SCHOOL | Think with art! : activities to enrich the mind | Borgert-Spaniol, Megan |
| MIDDLE SCHOOL | THIS WAY TO HAPPY | GREEN MYERS, ALISON |
| MIDDLE SCHOOL | THOROUGHBRED | MAZZARELLA, KERRI |
| MIDDLE SCHOOL | Thrilling Super Bowl games | Clarke, David J |
| MIDDLE SCHOOL | TINKER BELL AND THE LOST CITY | CLARK, ZACK LORAN |
| MIDDLE SCHOOL | Tracking a killer : using science to solve homicides | Eason, Sarah |
| MIDDLE SCHOOL | TUCK EVERLASTING : THE GRAPHIC NOVEL | BABBITT, NATALIE |
| MIDDLE SCHOOL | TURKIYE | NEVINS, DEBBIE |
| MIDDLE SCHOOL | UNDER ATTACK | SKRYPUCH, MARSHA FORCHUK |
| MIDDLE SCHOOL | UNDER THE LIGHT OF FIREFLIES | SANDERS, LEE |
| MIDDLE SCHOOL | UNSINKABLE CAYENNE | VITALIS, JESSICA |
| MIDDLE SCHOOL | VINICIUS JR. | ABDO, KENNY |
| MIDDLE SCHOOL | VOLCANOES AND AVALANCHES | HUBBARD, BEN |
| MIDDLE SCHOOL | WAR GAMES | GRATZ, ALAN |
| MIDDLE SCHOOL | Whale eyes : a memoir about seeing and being seen | Robinson, James |
| MIDDLE SCHOOL | What happened then | Downing, Erin Soderberg |
| MIDDLE SCHOOL | WHERE THE WORLD ENDS | MCCAUGHREAN, GERALDINE |
| MIDDLE SCHOOL | Why Are Dogs? An Illustrated History of the Wonderful World of Dogs | Long Olsen, Brittany |
| MIDDLE SCHOOL | WINTER OF THE DOLLHOUSE | SCHLITZ, LAURA AMY |
| MIDDLE SCHOOL | Witchwood | Josephson, Kalyn |
| MIDDLE SCHOOL | With a dog and a cat, every day is fun. 6 | Matsumoto, Hidekichi |
| MIDDLE SCHOOL | WOLVES AND THEIR FOOD CHAINS | EASON, KATHERINE |
| MIDDLE SCHOOL | WOLVES AT THE DOOR | WATKINS, STEVE |
| MIDDLE SCHOOL | World War II Close Up --They Battled in Blizzards | Hopkinson, Deborah |
| MIDDLE SCHOOL | WORLD'S WORST TIME MACHINE | BRADY, DUSTIN |
| MIDDLE SCHOOL | Wrath of the triple goddess | Riordan, Rick |
| MIDDLE SCHOOL | ZIMBABWE | SHEA, THERESE M |

***The following provision applies to:***

- ***Harris County,***
- ***Houston Independent School District***
- ***City of Houston***
- ***Cypress-Fairbanks ISD:***

**SPECIAL DEADLINE - LARGE VOTING BLOCK TAXING UNITS**

**It is important to note that a very specific voting time limit applies to some governing bodies of taxing units because they are each entitled to cast at least 5% (95) of the total votes (1,888).**

***The following provision applies to Harris County, Houston Independent School District, the City of Houston and Cypress-Fairbanks ISD:***

Specifically, Section 6.03(k-1) states, *"[T]he governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the Chief Appraiser delivers the ballot to the presiding officer of the governing body.* ***The governing body must submit its vote to the Chief Appraiser not later than the third day following the date the resolution is adopted.***

**Harris Central Appraisal District**
**OFFICE OF CHIEF APPRAISER**

TO: TO THE GOVERNING BODY AND THE PRESIDING OFFICER OF

**Cypress-Fairbanks ISD – Jur# 004**

SERVED BY THE HARRIS CENTRAL APPRAISAL DISTRICT

FROM: ROLAND ALTINGER, CHIEF APPRAISER

SUBJECT: VOTING BALLOT FOR THE ELECTION TO APPOINT TWO (2) DIRECTORS TO THE HARRIS CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS

DATE: October 21, 2025

The nomination period for period for the selection of two members of HCAD's board of directors has closed. The names of all candidates officially and timely nominated are listed on the enclosed "Certification of Ballot" form.

The governing bodies of taxing units that are qualified to vote under Texas Property Tax Code Section 6.03(d) will vote for directors from among the nominated candidates for two (2) directorships on the appraisal district's board of directors for terms beginning on January 1, 2026.

**Resolutions and the Certification of Ballot must be delivered *to arrive before 5:00 p.m. on December 15, 2025.* Ballots and resolutions received after this date and time will not be counted.**

**VOTING PROCESS**

Nominees are listed alphabetically on the ballot by surname in the manner prescribed by the Texas Property Tax Code.

According to voting entitlement calculations made pursuant to Texas Property Tax Code Section 6.03(d), you **Cypress-Fairbanks ISD** have **120** votes.

Your votes may be cast for one candidate or may be distributed among any of the candidates listed on the Certification of Ballot. See Property Tax Code Section 6.03(c).

**Please be certain to write down the number of votes you wish to cast for each candidate(s) for whom you are casting your votes.**

Each governing body that casts its votes for one or more of the nominees must formally adopt a resolution naming the person(s) for whom it votes, and the number of votes cast for each candidate. A copy of the adopted resolution must be submitted to the Chief Appraiser **before 5:00 p.m. on December 15, 2025.** ***The vote must be by resolution.***

The two candidates receiving the most votes will be appointed to the board of directors for 4-year terms respectively, beginning January 1, 2026. A tie vote will be resolved by a method of chance chosen by the Chief Appraiser.

To assist you in the election procedure, I have enclosed a Certification of Ballot and a suggested form of a resolution you can use for casting your vote for the candidate representing your taxing unit.

## SPECIAL DEADLINE - LARGE VOTING BLOCK TAXING UNITS

**It is important to note that a very specific voting time limit applies to some governing bodies of taxing units because they are each entitled to cast at least 5% (95) of the total votes (1,888).**

### *The following provision applies to Harris County, Houston Independent School District, the City of Houston and Cypress-Fairbanks ISD:*

Specifically, Section 6.03(k-1) states, *"[T]he governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the Chief Appraiser delivers the ballot to the presiding officer of the governing body.* ***The governing body must submit its vote to the Chief Appraiser not later than the third day following the date the resolution is adopted.***

### COUNTING VOTES

The Chief Appraiser will count the votes as required under the provisions contained in the Texas Property Tax Code. The Chief Appraiser will then declare the results and notify the winners, the nominees, and the presiding officers of each taxing unit before December 31, 2025.

In counting the votes, the Tax Code requires the Chief Appraiser to separate the ballots returned by the Conservation and Reclamation Districts. Pursuant to Section 6.03(k), the candidate who receives the most votes of the Conservation and Reclamation Districts is considered to have received all the votes cast by the Conservation and Reclamation Districts. The other candidates receiving votes from the Conservation and Reclamation Districts who did not receive the most votes cast are considered to have received no votes from the Conservation and Reclamation Districts.

Votes returned by taxing units other than Conservation and Reclamation Districts will be counted for the individual for whom the vote was cast as reflected on the ballot received by the Chief Appraiser.

**Resolutions and the Certification of Ballot must be delivered *to arrive before 5:00 p.m. on December 15, 2025***. Ballots and resolutions received after this date and time will not be counted.

***You may send your ballot and resolution to the Chief Appraiser by:***

- **Regular Mail:**

  Roland Altinger, Chief Appraiser
  P.O. Box 920975
  Houston, Texas 77292-0975

  *Mark the envelope: "Ballot for Board of Directors."*

- **Hand:**
  Roland Altinger, Chief Appraiser
  13013 Northwest Freeway
  Houston, Texas 77040

  *Mark the envelope: "Ballot for Board of Directors."*

- **By Email:**
  cguerra@hcad.org

If you have questions about the board selection process, please consult with your attorneys.

Sincerely,

Roland Altinger, RPA
Chief Appraiser

Attachments

cc: HCAD Board Members

**RESOLUTION NO. _____**

**A RESOLUTION OF THE GOVERNING BODY OF**
**Cypress-Fairbanks ISD**

**CASTING ITS VOTE TO APPOINT DIRECTORS TO**
**THE HARRIS CENTRAL APPRAISAL DISTRICT'S BOARD OF DIRECTORS**

WHEREAS, the Chief Appraiser of the Harris Central Appraisal District has delivered to the presiding officer of this governing body the names of those persons duly nominated to be named a candidate to be appointed to serve on the board of directors of the Harris Central Appraisal District; and

WHEREAS, **Cypress-Fairbanks ISD** deems it appropriate and in the public interest to cast its vote for the candidate(s) of its choice to be appointed to serve on the board of directors of the Harris Central Appraisal District's Board of Directors; now, therefore

BE IT RESOLVED BY HARRIS COUNTY:

Section 1. That the facts and recitations set forth in the preamble of this resolution be, and they are hereby adopted, ratified, and confirmed.

Section 2. That **Cypress-Fairbanks ISD** does hereby cast its vote, by casting **120** votes for the person(s) indicated on the enclosed Certificate of Ballot to be appointed to serve on the board of directors of the Harris Central Appraisal District, for a four-year term beginning January 1, 2026.

Section 3. That the presiding officer be, and he or she is hereby, authorized and directed to deliver or cause to be delivered an executed or certified copy of this resolution to the Chief Appraiser of the Harris Central Appraisal District no later than 5:00 on December 15, 2025, **unless otherwise required to be delivered earlier pursuant to the provisions contained in Section 6.03 (k-1).**

PASSED AND APPROVED this _____ day of _____, 2025.

_____
Presiding Officer

ATTEST

_____
Witness

**CERTIFICATION OF BALLOT - Cypress-Fairbanks ISD**

CASTING ITS VOTE TO APPOINT DIRECTORS
TO THE HARRIS CENTRAL APPRAISAL DISTRICT'S BOARD OF DIRECTORS

I, _____, certify that on the _____ day of _____, 2025, the governing body of **Cypress-Fairbanks ISD** did by resolution cast its **120** votes as indicated below on this Certification of Ballot for the person(s) listed below to be appointed to the Harris Central Appraisal District's Board of Directors. There will be **two directors** appointed to the board through this voting process involving all taxing units eligible to vote.

**You may cast your votes for one or more candidates or distribute them amongst the candidates listed below for any number of directorships**. (Section 6.03 (c)).

**You are not required to cast any or all of your votes for the candidate that you nominated.**

***(PLEASE PLACE an "X" NEXT TO THE CANDIDATE(S) OF YOUR CHOICE AND LIST THE NUMBER OF VOTES YOU ARE CASTING FOR THE CANDIDATE(S))***

| **NAME** | **MARK WITH "X"** | **NUMBER OF VOTES 120 (No. of Votes)** |
|---|---|---|
| Martina Lemond Dixon | _____ | _____ |
| Bill Frazer | _____ | _____ |
| Jason Morris | _____ | _____ |
| Melissa Noriega | _____ | _____ |
| Ann Williams | _____ | _____ |

I further certify that a true and correct copy of the resolution casting such ballot is attached hereto.

WITNESS MY HAND this _____ day of _____, 2025.

_____
Presiding Officer

ATTEST

_____
Witness

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 1 | 001 | HOUSTON ISD | $1,958,737,433 | 0.14811763265 | 148.11763 | 148 | 296 | | 296 | | | | | |
| 2 | 002 | DEER PARK ISD | $147,922,855 | 0.01118576831 | 11.18577 | 11 | 22 | | | 22 | | | | |
| 3 | 003 | WALLER ISD | $50,959,211 | 0.00385348111 | 3.85348 | 4 | 8 | | | 8 | | | | |
| 4 | 004 | CYPRESS-FAIRBANKS ISD | $788,611,754 | 0.05963397856 | 59.63398 | 60 | 120 | | | 120 | | | | |
| 5 | 005 | CROSBY ISD | $38,027,266 | 0.00287558124 | 2.87558 | 3 | 6 | | | 6 | | | | |
| 6 | 006 | CHANNELVIEW ISD | $60,273,142 | 0.00455779062 | 4.55779 | 5 | 10 | | | 10 | | | | |
| 7 | 007 | NEW CANEY ISD | $943,881 | 0.00007137527 | 0.07138 | 0 | 0 | | | 0 | | | | |
| 8 | 008 | ALIEF ISD | $200,335,058 | 0.01514912312 | 15.14912 | 15 | 30 | | | 30 | | | | |
| 9 | 009 | ALDINE ISD | $315,898,441 | 0.02388790271 | 23.88790 | 24 | 48 | | | 48 | | | | |
| 10 | 011 | LAGO BELLO MUD 1A | $469,974 | 0.00003553893 | 0.03554 | 0 | 0 | | | | | | 0 | |
| 11 | 013 | HC MUD 491 | $1,054,451 | 0.00007973646 | 0.07974 | 0 | 0 | | | | | | 0 | |
| 12 | 014 | HC MUD 493 | $1,023,460 | 0.00007739295 | 0.07739 | 0 | 0 | | | | | | 0 | |
| 13 | 015 | GALENA PARK ISD | $136,749,536 | 0.01034085386 | 10.34085 | 10 | 20 | | | 20 | | | | |
| 14 | 016 | GOOSE CREEK CISD | $146,060,527 | 0.01104494105 | 11.04494 | 11 | 22 | | | 22 | | | | |
| 15 | 017 | KLEIN ISD | $294,388,012 | 0.02226130705 | 22.26131 | 22 | 44 | | | 44 | | | | |
| 16 | 018 | HUMBLE ISD | $253,525,063 | 0.01917129449 | 19.17129 | 19 | 38 | | | 38 | | | | |
| 17 | 019 | KATY ISD | $377,044,516 | 0.02851170360 | 28.51170 | 29 | 58 | | | 58 | | | | |
| 18 | 020 | LA PORTE ISD | $144,603,123 | 0.01093473372 | 10.93473 | 11 | 22 | | | 22 | | | | |
| 19 | 021 | PASADENA ISD | $241,812,403 | 0.01828559565 | 18.28560 | 18 | 36 | | | 36 | | | | |
| 20 | 022 | SE REGIONAL MGMT DIST DA 1 | $81,121 | 0.00000613428 | 0.00613 | 0 | 0 | | | | | | 0 | |
| 21 | 023 | SHELDON ISD | $94,485,140 | 0.00714486537 | 7.14487 | 7 | 14 | | | 14 | | | | |
| 22 | 024 | SPRING ISD | $213,772,572 | 0.01616525357 | 16.16525 | 16 | 32 | | | 32 | | | | |
| 23 | 025 | SPRING BRANCH ISD | $427,982,252 | 0.03236356079 | 32.36356 | 32 | 64 | | | 64 | | | | |
| 24 | 026 | TOMBALL ISD | $166,615,070 | 0.01259925364 | 12.59925 | 13 | 26 | | | 26 | | | | |
| 25 | 027 | CLEAR CREEK ISD | $193,820,786 | 0.01465652083 | 14.65652 | 15 | 30 | | | 30 | | | | |
| 26 | 028 | DAYTON ISD | $266,516 | 0.00002015366 | 0.02015 | 0 | 0 | | | 0 | | | | |
| 27 | 029 | PEARLAND ISD | $2,510,365 | 0.00018983112 | 0.18983 | 0 | 0 | | | 0 | | | | |
| 28 | 030 | HUFFMAN ISD | $20,436,154 | 0.00154536014 | 1.54536 | 2 | 4 | | | 4 | | | | |
| 29 | 031 | STAFFORD MSD | $105,747 | 0.00000799648 | 0.00800 | 0 | 0 | | | 0 | | | | |
| 30 | 040 | HARRIS COUNTY | $2,536,806,317 | 0.19183058425 | 191.83058 | 192 | 384 | 384 | | | | | | |
| 31 | 041 | HARRIS CO FLOOD CNTRL | $315,779,571 | 0.02387891389 | 23.87891 | 24 | 48 | | | | | | 48 | |
| 32 | 042 | PORT OF HOUSTON AUTHY | $39,653,043 | 0.00299852076 | 2.99852 | 3 | 6 | | | | | | 6 | |
| 33 | 044 | HARRIS CO EDUC DEPT | $31,609,833 | 0.00239030181 | 2.39030 | 2 | 4 | | | 4 | | | | |
| 34 | 045 | LONE STAR COLLEGE SYS | $240,171,328 | 0.01816149931 | 18.16150 | 18 | 36 | | | | | | | 36 |
| 35 | 046 | LEE JR COLLEGE DIST | $28,201,089 | 0.00213253623 | 2.13254 | 2 | 4 | | | | | | | 4 |
| 36 | 047 | SAN JACINTO COM COL D | $132,269,548 | 0.01000208195 | 10.00208 | 10 | 20 | | | | | | | 20 |
| 37 | 048 | HOU COMMUNITY COLLEGE | $259,988,519 | 0.01966005413 | 19.66005 | 20 | 40 | | | | | | | 40 |
| 38 | 050 | HC MUD 165 DA 2 | $4,129,838 | 0.00031229394 | 0.31229 | 0 | 0 | | | | | | 0 | |
| 39 | 051 | CITY OF BAYTOWN | $42,940,962 | 0.00324714968 | 3.24715 | 3 | 6 | | | | | 6 | | |
| 40 | 052 | CITY OF BELLAIRE | $25,089,261 | 0.00189722312 | 1.89722 | 2 | 4 | | | | | 4 | | |
| 41 | 053 | BUNKER HILL VILLAGE | $7,383,251 | 0.00055831355 | 0.55831 | 1 | 2 | | | | | 2 | | |
| 42 | 054 | CITY OF DEER PARK | $31,012,132 | 0.00234510430 | 2.34510 | 2 | 4 | | | | | 4 | | |
| 43 | 055 | HEDWIG VILLAGE | $4,792,786 | 0.00036242536 | 0.36243 | 0 | 0 | | | | | 0 | | |
| 44 | 056 | CITY OF EL LAGO | $1,590,574 | 0.00012027751 | 0.12028 | 0 | 0 | | | | | 0 | | |
| 45 | 057 | CITY OF GALENA PARK | $9,209,967 | 0.00069644787 | 0.69645 | 1 | 2 | | | | | 2 | | |
| 46 | 058 | CITY OF FRIENDSWOOD | $4,676,870 | 0.00035365991 | 0.35366 | 0 | 0 | | | | | 0 | | |
| 47 | 059 | CITY OF PEARLAND | $11,888,393 | 0.00089898758 | 0.89899 | 1 | 2 | | | | | 2 | | |
| 48 | 060 | HILSHIRE VILLAGE | $1,823,501 | 0.00013789120 | 0.13789 | 0 | 0 | | | | | 0 | | |
| 49 | 061 | CITY OF HOUSTON | $1,662,324,400 | 0.12570319568 | 125.70320 | 126 | 252 | | | | 252 | | | |
| 50 | 062 | CITY OF HUMBLE | $7,474,212 | 0.00056519193 | 0.56519 | 1 | 2 | | | | | 2 | | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 51 | 063 | CITY OF KATY | $6,162,501 | 0.00046600174 | 0.46600 | 0 | 0 | | | | | 0 | | |
| 52 | 064 | MISSOURI CITY | $3,884,831 | 0.00029376677 | 0.29377 | 0 | 0 | | | | | 0 | | |
| 53 | 065 | HUNTERS CREEK VILLAGE | $7,558,562 | 0.00057157039 | 0.57157 | 1 | 2 | | | | | 2 | | |
| 54 | 066 | CITY OF JACINTO CITY | $4,277,788 | 0.00032348176 | 0.32348 | 0 | 0 | | | | | 0 | | |
| 55 | 067 | CITY OF LEAGUE CITY | $818,172 | 0.00006186929 | 0.06187 | 0 | 0 | | | | | 0 | | |
| 56 | 070 | JERSEY VILLAGE | $10,598,104 | 0.00080141731 | 0.80142 | 1 | 2 | | | | | 2 | | |
| 57 | 071 | CITY OF LAPORTE | $39,949,971 | 0.00302097414 | 3.02097 | 3 | 6 | | | | | 6 | | |
| 58 | 072 | CITY OF MORGANS POINT | $5,083,386 | 0.00038440022 | 0.38440 | 0 | 0 | | | | | 0 | | |
| 59 | 073 | CITY OF NASSAU BAY | $5,670,243 | 0.00042877772 | 0.42878 | 0 | 0 | | | | | 0 | | |
| 60 | 074 | CITY OF PASADENA | $73,451,816 | 0.00555434788 | 5.55435 | 6 | 12 | | | | | 12 | | |
| 61 | 075 | PINEY POINT VILLAGE | $8,002,898 | 0.00060517060 | 0.60517 | 1 | 2 | | | | | 2 | | |
| 62 | 076 | CITY OF SEABROOK | $8,823,987 | 0.00066726047 | 0.66726 | 1 | 2 | | | | | 2 | | |
| 63 | 077 | CITY OF SHOREACRES | $1,393,287 | 0.00010535887 | 0.10536 | 0 | 0 | | | | | 0 | | |
| 64 | 078 | CITY OF SOUTH HOUSTON | $7,092,202 | 0.00053630474 | 0.53630 | 1 | 2 | | | | | 2 | | |
| 65 | 079 | CITY OF SOUTHSIDE PL | $3,825,861 | 0.00028930752 | 0.28931 | 0 | 0 | | | | | 0 | | |
| 66 | 080 | CITY OF SPRING VALLEY | $6,843,706 | 0.00051751374 | 0.51751 | 1 | 2 | | | | | 2 | | |
| 67 | 082 | TAYLOR LAKE VILLAGE | $1,595,733 | 0.00012066763 | 0.12067 | 0 | 0 | | | | | 0 | | |
| 68 | 083 | CITY OF TOMBALL | $12,281,544 | 0.00092871724 | 0.92872 | 1 | 2 | | | | | 2 | | |
| 69 | 084 | CITY OF WEBSTER | $11,618,408 | 0.00087857160 | 0.87857 | 1 | 2 | | | | | 2 | | |
| 70 | 085 | WEST UNIVERSITY PLACE | $20,439,852 | 0.00154563978 | 1.54564 | 2 | 4 | | | | | 4 | | |
| 71 | 086 | CITY OF WALLER | $1,323,709 | 0.00010009746 | 0.10010 | 0 | 0 | | | | | 0 | | |
| 72 | 087 | HC MUD 560 | $76,812 | 0.00000580844 | 0.00581 | 0 | 0 | | | | | | 0 | |
| 73 | 090 | HC MUD 575 | $1,401,055 | 0.00010594628 | 0.10595 | 0 | 0 | | | | | | 0 | |
| 74 | 091 | HC MUD 477 | $315,358 | 0.00002384704 | 0.02385 | 0 | 0 | | | | | | 0 | |
| 75 | 096 | HC MUD 82 (DEFINED AREA 1) | $1,023,720 | 0.00007741261 | 0.07741 | 0 | 0 | | | | | | 0 | |
| 76 | 100 | HC MUD 421 | $4,461,827 | 0.00033739859 | 0.33740 | 0 | 0 | | | | | | 0 | |
| 77 | 101 | ADDICKS UD | $3,057,106 | 0.00023117509 | 0.23118 | 0 | 0 | | | | | | 0 | |
| 78 | 105 | HC MUD 264 | $1,378,642 | 0.00010425144 | 0.10425 | 0 | 0 | | | | | | 0 | |
| 79 | 106 | HC MUD 502 | $8,741,487 | 0.00066102191 | 0.66102 | 1 | 2 | | | | | | 2 | |
| 80 | 108 | HC MUD 255 | $581,395 | 0.00004396447 | 0.04396 | 0 | 0 | | | | | | 0 | |
| 81 | 110 | BAKER ROAD MUD | $967,035 | 0.00007312615 | 0.07313 | 0 | 0 | | | | | | 0 | |
| 82 | 111 | BAMMEL UD | $1,433,312 | 0.00010838552 | 0.10839 | 0 | 0 | | | | | | 0 | |
| 83 | 112 | BARKER-CYPRESS MUD | $3,913,880 | 0.00029596343 | 0.29596 | 0 | 0 | | | | | | 0 | |
| 84 | 115 | HC MUD 499 | $1,611,862 | 0.00012188728 | 0.12189 | 0 | 0 | | | | | | 0 | |
| 85 | 116 | BEECHNUT MUD | $553,103 | 0.00004182506 | 0.04183 | 0 | 0 | | | | | | 0 | |
| 86 | 117 | BILMA PUD | $3,028,708 | 0.00022902766 | 0.22903 | 0 | 0 | | | | | | 0 | |
| 87 | 118 | BISSONNET MUD | $3,008,300 | 0.00022748443 | 0.22748 | 0 | 0 | | | | | | 0 | |
| 88 | 121 | BRIDGESTONE MUD | $11,654,826 | 0.00088132549 | 0.88133 | 1 | 2 | | | | | | 2 | |
| 89 | 124 | BAYBROOK MUD 1 | $7,046,608 | 0.00053285697 | 0.53286 | 1 | 2 | | | | | | 2 | |
| 90 | 125 | THE WOODLANDS TOWNSHIP | $7,688,759 | 0.00058141574 | 0.58142 | 1 | 2 | | | | | 2 | | |
| 91 | 128 | HC MUD 250 | $929,748 | 0.00007030655 | 0.07031 | 0 | 0 | | | | | | 0 | |
| 92 | 129 | HC MUD 276 | $2,220,201 | 0.00016788923 | 0.16789 | 0 | 0 | | | | | | 0 | |
| 93 | 131 | CNP UD | $2,760,370 | 0.00020873623 | 0.20874 | 0 | 0 | | | | | | 0 | |
| 94 | 134 | CASTLEWOOD MUD | $1,495,144 | 0.00011306119 | 0.11306 | 0 | 0 | | | | | | 0 | |
| 95 | 135 | CEDAR BAYOU PARK UD | $36,490 | 0.00000275933 | 0.00276 | 0 | 0 | | | | | | 0 | |
| 96 | 136 | CHARTERWOOD MUD | $1,844,179 | 0.00013945485 | 0.13945 | 0 | 0 | | | | | | 0 | |
| 97 | 137 | CHELFORD CITY MUD | $881,417 | 0.00006665181 | 0.06665 | 0 | 0 | | | | | | 0 | |
| 98 | 138 | CHELFORD ONE MUD | $1,611,418 | 0.00012185371 | 0.12185 | 0 | 0 | | | | | | 0 | |
| 99 | 139 | CHIMNEY HILL MUD | $3,426,556 | 0.00025911250 | 0.25911 | 0 | 0 | | | | | | 0 | |
| 100 | 140 | CIMARRON MUD | $4,295,338 | 0.00032480887 | 0.32481 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 101 | 141 | CLAY ROAD MUD | $1,795,800 | 0.00013579648 | 0.13580 | 0 | 0 | | | | | | 0 | |
| 102 | 142 | CLEAR LAKE CITY WA | $19,754,043 | 0.00149377963 | 1.49378 | 1 | 2 | | | | | | 2 | |
| 103 | 145 | CORNERSTONES MUD | $1,230,831 | 0.00009307413 | 0.09307 | 0 | 0 | | | | | | 0 | |
| 104 | 146 | CROSBY MUD | $1,633,314 | 0.00012350946 | 0.12351 | 0 | 0 | | | | | | 0 | |
| 105 | 147 | CY-CHAMP PUD | $3,165,825 | 0.00023939631 | 0.23940 | 0 | 0 | | | | | | 0 | |
| 106 | 148 | CYPRESS CREEK UD | $1,098,949 | 0.00008310135 | 0.08310 | 0 | 0 | | | | | | 0 | |
| 107 | 149 | CYPRESS FOREST PUD | $2,334,712 | 0.00017654843 | 0.17655 | 0 | 0 | | | | | | 0 | |
| 108 | 150 | CYPRESS HILL MUD 1 | $6,992,299 | 0.00052875018 | 0.52875 | 1 | 2 | | | | | | 2 | |
| 109 | 151 | CYPRESS KLEIN UD | $385,673 | 0.00002916418 | 0.02916 | 0 | 0 | | | | | | 0 | |
| 110 | 152 | CYPRESSWOOD UD | $905,163 | 0.00006844746 | 0.06845 | 0 | 0 | | | | | | 0 | |
| 111 | 153 | CAMFIELD MUD | $135,489 | 0.00001024553 | 0.01025 | 0 | 0 | | | | | | 0 | |
| 112 | 154 | LOWER KIRBY PEARLAND MGMT DIST | $3,637,184 | 0.00027503997 | 0.27504 | 0 | 0 | | | | | | 0 | |
| 113 | 156 | HC MUD 278 | $5,788,235 | 0.00043770015 | 0.43770 | 0 | 0 | | | | | | 0 | |
| 114 | 159 | HC MUD 290 | $6,587,246 | 0.00049812051 | 0.49812 | 0 | 0 | | | | | | 0 | |
| 115 | 161 | MEADOWHILL REGNL MUD | $5,971,101 | 0.00045152828 | 0.45153 | 0 | 0 | | | | | | 0 | |
| 116 | 162 | DOWDELL PUD | $8,275,007 | 0.00062574719 | 0.62575 | 1 | 2 | | | | | | 2 | |
| 117 | 163 | EL DORADO UD | $934,416 | 0.00007065954 | 0.07066 | 0 | 0 | | | | | | 0 | |
| 118 | 164 | EMERALD FOREST UD | $4,850,299 | 0.00036677443 | 0.36677 | 0 | 0 | | | | | | 0 | |
| 119 | 165 | ENCANTO REAL UD | $3,529,631 | 0.00026690693 | 0.26691 | 0 | 0 | | | | | | 0 | |
| 120 | 170 | HC MUD 286 | $379,985 | 0.00002873406 | 0.02873 | 0 | 0 | | | | | | 0 | |
| 121 | 171 | FALLBROOK UD | $910,117 | 0.00006882208 | 0.06882 | 0 | 0 | | | | | | 0 | |
| 122 | 172 | FAULKEY-GULLY MUD | $3,128,300 | 0.00023655870 | 0.23656 | 0 | 0 | | | | | | 0 | |
| 123 | 174 | FOREST HILLS MUD | $1,970,005 | 0.00014896967 | 0.14897 | 0 | 0 | | | | | | 0 | |
| 124 | 175 | FOUNTAINHEAD MUD | $1,832,776 | 0.00013859256 | 0.13859 | 0 | 0 | | | | | | 0 | |
| 125 | 176 | FRY ROAD MUD | $1,230,679 | 0.00009306263 | 0.09306 | 0 | 0 | | | | | | 0 | |
| 126 | 177 | HC MUD 415 | $564,047 | 0.00004265263 | 0.04265 | 0 | 0 | | | | | | 0 | |
| 127 | 178 | HC ID 18 | $16,695,943 | 0.00126252938 | 1.26253 | 1 | 2 | | | | | | 2 | |
| 128 | 179 | HC MUD 304 | $3,394,129 | 0.00025666041 | 0.25666 | 0 | 0 | | | | | | 0 | |
| 129 | 180 | HC MUD 275 | $734,324 | 0.00005552880 | 0.05553 | 0 | 0 | | | | | | 0 | |
| 130 | 182 | GRANT ROAD PUD | $2,675,412 | 0.00020231180 | 0.20231 | 0 | 0 | | | | | | 0 | |
| 131 | 183 | GREENWOOD UD | $3,525,322 | 0.00026658108 | 0.26658 | 0 | 0 | | | | | | 0 | |
| 132 | 185 | GREEN TRAILS MUD | $978,566 | 0.00007399812 | 0.07400 | 0 | 0 | | | | | | 0 | |
| 133 | 186 | GREENS PARKWAY MUD | $2,847,584 | 0.00021533126 | 0.21533 | 0 | 0 | | | | | | 0 | |
| 134 | 187 | HC MUD 287 | $8,564,966 | 0.00064767358 | 0.64767 | 1 | 2 | | | | | | 2 | |
| 135 | 189 | HC MUD 489 | $17,496,407 | 0.00132305961 | 1.32306 | 1 | 2 | | | | | | 2 | |
| 136 | 190 | HC MUD 284 | $2,414,743 | 0.00018260029 | 0.18260 | 0 | 0 | | | | | | 0 | |
| 137 | 193 | HC MUD 285 | $5,980,057 | 0.00045220552 | 0.45221 | 0 | 0 | | | | | | 0 | |
| 138 | 195 | HC MUD 273 | $349,948 | 0.00002646269 | 0.02646 | 0 | 0 | | | | | | 0 | |
| 139 | 197 | HC MUD 401 | $3,957,735 | 0.00029927969 | 0.29928 | 0 | 0 | | | | | | 0 | |
| 140 | 205 | HC MUD 321 | $6,403,572 | 0.00048423128 | 0.48423 | 0 | 0 | | | | | | 0 | |
| 141 | 206 | HC FWSD 6 | $1,610,615 | 0.00012179299 | 0.12179 | 0 | 0 | | | | | | 0 | |
| 142 | 207 | HC MUD 282 | $2,626,775 | 0.00019863392 | 0.19863 | 0 | 0 | | | | | | 0 | |
| 143 | 208 | HC MUD 316 | $717,504 | 0.00005425689 | 0.05426 | 0 | 0 | | | | | | 0 | |
| 144 | 213 | HC MUD 322 | $1,721,323 | 0.00013016461 | 0.13016 | 0 | 0 | | | | | | 0 | |
| 145 | 220 | HC MUD 342 | $1,751,700 | 0.00013246168 | 0.13246 | 0 | 0 | | | | | | 0 | |
| 146 | 222 | HC MUD 344 | $3,118,688 | 0.00023583186 | 0.23583 | 0 | 0 | | | | | | 0 | |
| 147 | 224 | HC MUD 345 | $1,176,429 | 0.00008896030 | 0.08896 | 0 | 0 | | | | | | 0 | |
| 148 | 225 | HC MUD 346 | $162,283 | 0.00001227167 | 0.01227 | 0 | 0 | | | | | | 0 | |
| 149 | 227 | HC FWSD 27 | $751,335 | 0.00005681515 | 0.05682 | 0 | 0 | | | | | | 0 | |
| 150 | 228 | HC MUD 404 | $1,265,699 | 0.00009571081 | 0.09571 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 151 | 229 | HC MUD 412 | $3,045,032 | 0.00023026207 | 0.23026 | 0 | 0 | | | | | | 0 | |
| 152 | 230 | HC MUD 407 | $469,586 | 0.00003550959 | 0.03551 | 0 | 0 | | | | | | 0 | |
| 153 | 231 | HC MUD 405 | $594,474 | 0.00004495349 | 0.04495 | 0 | 0 | | | | | | 0 | |
| 154 | 232 | HC MUD 433 | $8,433,075 | 0.00063770012 | 0.63770 | 1 | 2 | | | | | | 2 | |
| 155 | 234 | HC MUD 451 | $1,288,717 | 0.00009745140 | 0.09745 | 0 | 0 | | | | | | 0 | |
| 156 | 235 | HC MUD 459 | $1,349,115 | 0.00010201864 | 0.10202 | 0 | 0 | | | | | | 0 | |
| 157 | 236 | HC MUD 416 | $2,631,640 | 0.00019900181 | 0.19900 | 0 | 0 | | | | | | 0 | |
| 158 | 237 | HC MUD 434 | $4,498,533 | 0.00034017426 | 0.34017 | 0 | 0 | | | | | | 0 | |
| 159 | 238 | HC MUD 439 | $894,211 | 0.00006761928 | 0.06762 | 0 | 0 | | | | | | 0 | |
| 160 | 241 | HC MUD 460 | $4,536,928 | 0.00034307765 | 0.34308 | 0 | 0 | | | | | | 0 | |
| 161 | 242 | HC MUD 450 | $2,028,419 | 0.00015338688 | 0.15339 | 0 | 0 | | | | | | 0 | |
| 162 | 243 | HC MUD 480 | $3,424,726 | 0.00025897412 | 0.25897 | 0 | 0 | | | | | | 0 | |
| 163 | 246 | H C MUD 432 | $6,802,341 | 0.00051438576 | 0.51439 | 1 | 2 | | | | | | 2 | |
| 164 | 247 | HC FWSD 47 | $1,525,637 | 0.00011536704 | 0.11537 | 0 | 0 | | | | | | 0 | |
| 165 | 248 | HC MUD 481 | $2,595,786 | 0.00019629056 | 0.19629 | 0 | 0 | | | | | | 0 | |
| 166 | 249 | HC MUD 406 | $7,923,004 | 0.00059912910 | 0.59913 | 1 | 2 | | | | | | 2 | |
| 167 | 251 | HC FWSD 51 | $1,173,789 | 0.00008876067 | 0.08876 | 0 | 0 | | | | | | 0 | |
| 168 | 252 | CHAMPIONS MUD | $1,570,810 | 0.00011878297 | 0.11878 | 0 | 0 | | | | | | 0 | |
| 169 | 253 | BRAZORIA COUNTY MUD 18 | $680,868 | 0.00005148651 | 0.05149 | 0 | 0 | | | | | | 0 | |
| 170 | 254 | KINGS MANOR MUD | $549,820 | 0.00004157680 | 0.04158 | 0 | 0 | | | | | | 0 | |
| 171 | 255 | H C MUD 501 | $6,502,007 | 0.00049167482 | 0.49167 | 0 | 0 | | | | | | 0 | |
| 172 | 256 | HARRIS BRAZORIA CO MUD 509 | $3,378,662 | 0.00025549081 | 0.25549 | 0 | 0 | | | | | | 0 | |
| 173 | 257 | H C MUD 500 | $1,704,577 | 0.00012889829 | 0.12890 | 0 | 0 | | | | | | 0 | |
| 174 | 258 | HC FWSD 58 | $1,242,591 | 0.00009396340 | 0.09396 | 0 | 0 | | | | | | 0 | |
| 175 | 261 | HC FWSD 61 | $4,076,356 | 0.00030824969 | 0.30825 | 0 | 0 | | | | | | 0 | |
| 176 | 264 | HC ID 1 | $9,645,490 | 0.00072938165 | 0.72938 | 1 | 2 | | | | | | 2 | |
| 177 | 276 | HC MUD 396 | $2,168,070 | 0.00016394714 | 0.16395 | 0 | 0 | | | | | | 0 | |
| 178 | 301 | HC MUD 1 | $8,741,850 | 0.00066104936 | 0.66105 | 1 | 2 | | | | | | 2 | |
| 179 | 305 | HC MUD 5 | $2,735,713 | 0.00020687170 | 0.20687 | 0 | 0 | | | | | | 0 | |
| 180 | 306 | HC MUD 6 | $1,095,411 | 0.00008283381 | 0.08283 | 0 | 0 | | | | | | 0 | |
| 181 | 308 | HC MUD 8 | $819,162 | 0.00006194416 | 0.06194 | 0 | 0 | | | | | | 0 | |
| 182 | 311 | HC MUD 11 | $2,012,936 | 0.00015221607 | 0.15222 | 0 | 0 | | | | | | 0 | |
| 183 | 313 | CLEAR BROOK CITY MUD | $7,742,303 | 0.00058546468 | 0.58546 | 1 | 2 | | | | | | 2 | |
| 184 | 316 | HC MUD 16 | $1,433,795 | 0.00010842205 | 0.10842 | 0 | 0 | | | | | | 0 | |
| 185 | 318 | HC MUD 18 | $1,392,241 | 0.00010527978 | 0.10528 | 0 | 0 | | | | | | 0 | |
| 186 | 319 | HC MUD 494 | $2,947,468 | 0.00022288438 | 0.22288 | 0 | 0 | | | | | | 0 | |
| 187 | 321 | HC MUD 461 | $4,103,341 | 0.00031029026 | 0.31029 | 0 | 0 | | | | | | 0 | |
| 188 | 323 | HC MUD 23 | $1,113,360 | 0.00008419109 | 0.08419 | 0 | 0 | | | | | | 0 | |
| 189 | 324 | HC MUD 24 | $4,595,630 | 0.00034751663 | 0.34752 | 0 | 0 | | | | | | 0 | |
| 190 | 325 | HC MUD 25 | $706,854 | 0.00005345154 | 0.05345 | 0 | 0 | | | | | | 0 | |
| 191 | 326 | HC MUD 26 | $8,060,202 | 0.00060950387 | 0.60950 | 1 | 2 | | | | | | 2 | |
| 192 | 327 | HARRIS - WALLER COUNTIES MUD 2 | $470,152 | 0.00003555239 | 0.03555 | 0 | 0 | | | | | | 0 | |
| 193 | 331 | HC MUD 529 | $1,196,367 | 0.00009046799 | 0.09047 | 0 | 0 | | | | | | 0 | |
| 194 | 332 | HC MUD 449 | $8,557,125 | 0.00064708065 | 0.64708 | 1 | 2 | | | | | | 2 | |
| 195 | 333 | HC MUD 33 | $1,990,267 | 0.00015050186 | 0.15050 | 0 | 0 | | | | | | 0 | |
| 196 | 334 | HC WCID 159 | $5,954,656 | 0.00045028473 | 0.45028 | 0 | 0 | | | | | | 0 | |
| 197 | 336 | HC MUD 36 | $1,409,395 | 0.00010657694 | 0.10658 | 0 | 0 | | | | | | 0 | |
| 198 | 337 | HC MUD 504 | $9,222,204 | 0.00069737322 | 0.69737 | 1 | 2 | | | | | | 2 | |
| 199 | 338 | HC ID 12 | $256,728 | 0.00001941350 | 0.01941 | 0 | 0 | | | | | | 0 | |
| 200 | 339 | HC MUD 530 | $4,166,543 | 0.00031506953 | 0.31507 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 201 | 340 | HC MUD 531 | $3,520,174 | 0.00026619180 | 0.26619 | 0 | 0 | | | | | | 0 | |
| 202 | 341 | PEARLAND MUNICIPAL MGMT 2 | $18,057 | 0.00000136545 | 0.00137 | 0 | 0 | | | | | | 0 | |
| 203 | 342 | HC MUD 422 | $3,393,626 | 0.00025662237 | 0.25662 | 0 | 0 | | | | | | 0 | |
| 204 | 343 | HC MUD 43 | $2,597,563 | 0.00019642494 | 0.19642 | 0 | 0 | | | | | | 0 | |
| 205 | 344 | HC MUD 44 | $671,778 | 0.00005079913 | 0.05080 | 0 | 0 | | | | | | 0 | |
| 206 | 345 | HC ID 18 (DA 1) | $4,022,362 | 0.00030416672 | 0.30417 | 0 | 0 | | | | | | 0 | |
| 207 | 346 | HC MUD 46 | $1,137,482 | 0.00008601517 | 0.08602 | 0 | 0 | | | | | | 0 | |
| 208 | 347 | NORTHAMPTON MUD (DA) | $1,310,209 | 0.00009907661 | 0.09908 | 0 | 0 | | | | | | 0 | |
| 209 | 348 | HC MUD 48 | $241,411 | 0.00001825524 | 0.01826 | 0 | 0 | | | | | | 0 | |
| 210 | 349 | HC MUD 49 | $7,312,958 | 0.00055299807 | 0.55300 | 1 | 2 | | | | | | 2 | |
| 211 | 350 | HC MUD 50 | $2,440,150 | 0.00018452154 | 0.18452 | 0 | 0 | | | | | | 0 | |
| 212 | 351 | HC WCID 161 | $3,683,336 | 0.00027852993 | 0.27853 | 0 | 0 | | | | | | 0 | |
| 213 | 353 | HC MUD 53 | $3,179,927 | 0.00024046268 | 0.24046 | 0 | 0 | | | | | | 0 | |
| 214 | 354 | HARRIS - WALLER COUNTIES MUD 3 | $121 | 0.00000000915 | 0.00001 | 0 | 0 | | | | | | 0 | |
| 215 | 355 | HC MUD 55 | $5,756,085 | 0.00043526900 | 0.43527 | 0 | 0 | | | | | | 0 | |
| 216 | 356 | HC MUD 495 | $10,442,609 | 0.00078965894 | 0.78966 | 1 | 2 | | | | | | 2 | |
| 217 | 357 | INTERCONTINENTAL MUD | $964,078 | 0.00007290255 | 0.07290 | 0 | 0 | | | | | | 0 | |
| 218 | 358 | HC MUD 58 | $674,151 | 0.00005097858 | 0.05098 | 0 | 0 | | | | | | 0 | |
| 219 | 359 | HC MUD 537 | $1,836,004 | 0.00013883666 | 0.13884 | 0 | 0 | | | | | | 0 | |
| 220 | 360 | HC MUD 319 | $8,214,686 | 0.00062118578 | 0.62119 | 1 | 2 | | | | | | 2 | |
| 221 | 361 | HC MUD 61 | $2,603,958 | 0.00019690852 | 0.19691 | 0 | 0 | | | | | | 0 | |
| 222 | 362 | HC MUD 62 | $1,953,798 | 0.00014774412 | 0.14774 | 0 | 0 | | | | | | 0 | |
| 223 | 363 | HC MUD 063 | $471,115 | 0.00003562521 | 0.03563 | 0 | 0 | | | | | | 0 | |
| 224 | 364 | HC MUD 64 | $2,392,177 | 0.00018089387 | 0.18089 | 0 | 0 | | | | | | 0 | |
| 225 | 365 | HC MUD 65 | $2,864,176 | 0.00021658593 | 0.21659 | 0 | 0 | | | | | | 0 | |
| 226 | 366 | GENERATION PARK MGMT DIST | $19,115,190 | 0.00144547025 | 1.44547 | 1 | 2 | | | | | | 2 | |
| 227 | 368 | HC ID 15 | $1,810,555 | 0.00013691224 | 0.13691 | 0 | 0 | | | | | | 0 | |
| 228 | 369 | HC MUD 69 | $963,371 | 0.00007284909 | 0.07285 | 0 | 0 | | | | | | 0 | |
| 229 | 370 | HC MUD 70 | $2,637,464 | 0.00019944221 | 0.19944 | 0 | 0 | | | | | | 0 | |
| 230 | 371 | HC MUD 71 | $9,550,496 | 0.00072219831 | 0.72220 | 1 | 2 | | | | | | 2 | |
| 231 | 372 | HC MUD 438 | $1,295,216 | 0.00009794285 | 0.09794 | 0 | 0 | | | | | | 0 | |
| 232 | 374 | HC MUD 213A | $5,193,825 | 0.00039275150 | 0.39275 | 0 | 0 | | | | | | 0 | |
| 233 | 375 | HC MUD 213B | $868,905 | 0.00006570567 | 0.06571 | 0 | 0 | | | | | | 0 | |
| 234 | 376 | HC MUD 457 | $12,131,384 | 0.00091736230 | 0.91736 | 1 | 2 | | | | | | 2 | |
| 235 | 378 | HC MUD 458 | $859,448 | 0.00006499054 | 0.06499 | 0 | 0 | | | | | | 0 | |
| 236 | 379 | HC MUD 381 | $1,083,886 | 0.00008196230 | 0.08196 | 0 | 0 | | | | | | 0 | |
| 237 | 381 | HC MUD 81 | $2,229,293 | 0.00016857676 | 0.16858 | 0 | 0 | | | | | | 0 | |
| 238 | 382 | HC MUD 82 | $9,984,727 | 0.00075503439 | 0.75503 | 1 | 2 | | | | | | 2 | |
| 239 | 383 | HC MUD 383 | $5,186,797 | 0.00039222005 | 0.39222 | 0 | 0 | | | | | | 0 | |
| 240 | 384 | HC MUD 397 | $2,362,608 | 0.00017865789 | 0.17866 | 0 | 0 | | | | | | 0 | |
| 241 | 385 | HC MUD 399 | $1,855,527 | 0.00014031297 | 0.14031 | 0 | 0 | | | | | | 0 | |
| 242 | 386 | HC MUD 86 | $2,202,292 | 0.00016653497 | 0.16653 | 0 | 0 | | | | | | 0 | |
| 243 | 387 | HC MUD 391 | $7,206,581 | 0.00054495396 | 0.54495 | 1 | 2 | | | | | | 2 | |
| 244 | 388 | HC MUD 393 | $1,133,841 | 0.00008573985 | 0.08574 | 0 | 0 | | | | | | 0 | |
| 245 | 389 | HC MUD 400 | $6,893,767 | 0.00052129930 | 0.52130 | 1 | 2 | | | | | | 2 | |
| 246 | 392 | HC MUD 411 | $823,004 | 0.00006223468 | 0.06223 | 0 | 0 | | | | | | 0 | |
| 247 | 394 | HC MUD 410 | $2,285,174 | 0.00017280242 | 0.17280 | 0 | 0 | | | | | | 0 | |
| 248 | 395 | HARRIS-MONTGOMERY CO MUD 386 | $19,605,778 | 0.00148256799 | 1.48257 | 1 | 2 | | | | | | 2 | |
| 249 | 396 | HC MUD 96 | $2,927,278 | 0.00022135764 | 0.22136 | 0 | 0 | | | | | | 0 | |
| 250 | 399 | HC MUD 420 | $1,770,080 | 0.00013385156 | 0.13385 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 251 | 400 | HC RID 1 | $439,962 | 0.00003326946 | 0.03327 | 0 | 0 | | | | | | 0 | |
| 252 | 402 | HC MUD 102 | $3,244,781 | 0.00024536687 | 0.24537 | 0 | 0 | | | | | | 0 | |
| 253 | 404 | HC MUD 104 | $1,537,378 | 0.00011625488 | 0.11625 | 0 | 0 | | | | | | 0 | |
| 254 | 405 | HC MUD 105 | $7,669,420 | 0.00057995335 | 0.57995 | 1 | 2 | | | | | | 2 | |
| 255 | 406 | HC MUD 106 | $3,560,491 | 0.00026924053 | 0.26924 | 0 | 0 | | | | | | 0 | |
| 256 | 408 | BAUER LANDING WCID | $2,306,418 | 0.00017440887 | 0.17441 | 0 | 0 | | | | | | 0 | |
| 257 | 409 | HC MUD 109 | $4,142,472 | 0.00031324931 | 0.31325 | 0 | 0 | | | | | | 0 | |
| 258 | 410 | SE REGIONAL MGMT DIST | $2,005,757 | 0.00015167320 | 0.15167 | 0 | 0 | | | | | | 0 | |
| 259 | 411 | HC MUD 536 | $8,326,006 | 0.00062960368 | 0.62960 | 1 | 2 | | | | | | 2 | |
| 260 | 412 | DOWDELL PUD (DA) | $495,258 | 0.00003745088 | 0.03745 | 0 | 0 | | | | | | 0 | |
| 261 | 413 | HC MUD 525 | $569,254 | 0.00004304638 | 0.04305 | 0 | 0 | | | | | | 0 | |
| 262 | 414 | HC MUD 542 | $3,425,377 | 0.00025902335 | 0.25902 | 0 | 0 | | | | | | 0 | |
| 263 | 416 | HC MUD 503 | $1,985,891 | 0.00015017096 | 0.15017 | 0 | 0 | | | | | | 0 | |
| 264 | 417 | INTERCONTINENTAL CROSSING MUD | $1,659,784 | 0.00012551109 | 0.12551 | 0 | 0 | | | | | | 0 | |
| 265 | 418 | HC MUD 118 | $1,880,737 | 0.00014221932 | 0.14222 | 0 | 0 | | | | | | 0 | |
| 266 | 419 | HC MUD 119 | $1,875,940 | 0.00014185658 | 0.14186 | 0 | 0 | | | | | | 0 | |
| 267 | 420 | HC MUD 120 | $2,974,466 | 0.00022492594 | 0.22493 | 0 | 0 | | | | | | 0 | |
| 268 | 421 | THE WOODLANDS ROAD UD 1 | $45,832 | 0.00000346577 | 0.00347 | 0 | 0 | | | | | | 0 | |
| 269 | 422 | HC MUD 122 | $1,068,314 | 0.00008078476 | 0.08078 | 0 | 0 | | | | | | 0 | |
| 270 | 424 | HC ID 13 | $84,574 | 0.00000639540 | 0.00640 | 0 | 0 | | | | | | 0 | |
| 271 | 425 | HC ID 14 | $3,961,361 | 0.00029955389 | 0.29955 | 0 | 0 | | | | | | 0 | |
| 272 | 427 | HC MUD 127 | $2,694,647 | 0.00020376633 | 0.20377 | 0 | 0 | | | | | | 0 | |
| 273 | 428 | ST GEORGE PLACE MGMT DIST | $504,919 | 0.00003818144 | 0.03818 | 0 | 0 | | | | | | 0 | |
| 274 | 429 | HC ID 23 | $355,313 | 0.00002686839 | 0.02687 | 0 | 0 | | | | | | 0 | |
| 275 | 430 | HC MUD 130 | $2,059,554 | 0.00015574127 | 0.15574 | 0 | 0 | | | | | | 0 | |
| 276 | 431 | HC MUD 552 | $1,854,174 | 0.00014021066 | 0.14021 | 0 | 0 | | | | | | 0 | |
| 277 | 432 | HC MUD 132 | $568,605 | 0.00004299730 | 0.04300 | 0 | 0 | | | | | | 0 | |
| 278 | 433 | HC MUD 423 | $5,456,281 | 0.00041259814 | 0.41260 | 0 | 0 | | | | | | 0 | |
| 279 | 435 | HC MUD 551 | $1,300,598 | 0.00009834983 | 0.09835 | 0 | 0 | | | | | | 0 | |
| 280 | 436 | HC MUD 136 | $532,665 | 0.00004027956 | 0.04028 | 0 | 0 | | | | | | 0 | |
| 281 | 438 | NEWPORT MUD (DA) 1 | $512,649 | 0.00003876597 | 0.03877 | 0 | 0 | | | | | | 0 | |
| 282 | 441 | HC MUD 538 | $2,623,611 | 0.00019839466 | 0.19839 | 0 | 0 | | | | | | 0 | |
| 283 | 442 | HC MUD 473 | $1,351,971 | 0.00010223460 | 0.10223 | 0 | 0 | | | | | | 0 | |
| 284 | 443 | HC FWSD 48 | $55,713 | 0.00000421296 | 0.00421 | 0 | 0 | | | | | | 0 | |
| 285 | 444 | HC MUD 144 | $1,090,776 | 0.00008248332 | 0.08248 | 0 | 0 | | | | | | 0 | |
| 286 | 447 | HC MUD 147 | $919,527 | 0.00006953365 | 0.06953 | 0 | 0 | | | | | | 0 | |
| 287 | 448 | HC MUD 148 | $2,939,865 | 0.00022230945 | 0.22231 | 0 | 0 | | | | | | 0 | |
| 288 | 449 | HC MUD 149 | $1,885,111 | 0.00014255008 | 0.14255 | 0 | 0 | | | | | | 0 | |
| 289 | 450 | HC MUD 150 | $2,251,924 | 0.00017028809 | 0.17029 | 0 | 0 | | | | | | 0 | |
| 290 | 451 | HC MUD 151 | $2,342,139 | 0.00017711005 | 0.17711 | 0 | 0 | | | | | | 0 | |
| 291 | 452 | HC MUD 152 | $1,879,299 | 0.00014211058 | 0.14211 | 0 | 0 | | | | | | 0 | |
| 292 | 453 | HC MUD 153 | $4,528,565 | 0.00034244525 | 0.34245 | 0 | 0 | | | | | | 0 | |
| 293 | 454 | HC MUD 154 | $3,877,545 | 0.00029321581 | 0.29322 | 0 | 0 | | | | | | 0 | |
| 294 | 455 | HC MUD 155 | $1,499,191 | 0.00011336722 | 0.11337 | 0 | 0 | | | | | | 0 | |
| 295 | 456 | HC MUD 156 | $2,077,501 | 0.00015709841 | 0.15710 | 0 | 0 | | | | | | 0 | |
| 296 | 457 | HC MUD 157 | $5,715,128 | 0.00043217188 | 0.43217 | 0 | 0 | | | | | | 0 | |
| 297 | 458 | HC MUD 158 | $2,190,181 | 0.00016561915 | 0.16562 | 0 | 0 | | | | | | 0 | |
| 298 | 460 | HC MUD 518 | $828,630 | 0.00006266012 | 0.06266 | 0 | 0 | | | | | | 0 | |
| 299 | 462 | HC MUD 162 | $1,061,292 | 0.00008025377 | 0.08025 | 0 | 0 | | | | | | 0 | |
| 300 | 463 | HC MUD 163 | $734,893 | 0.00005557182 | 0.05557 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 301 | 465 | HC MUD 165 | $29,704,932 | 0.00224625523 | 2.24626 | 2 | 4 | | | | | | 4 | |
| 302 | 466 | HC MUD 166 | $2,263,163 | 0.00017113797 | 0.17114 | 0 | 0 | | | | | | 0 | |
| 303 | 467 | HC MUD 167 | $10,305,846 | 0.00077931707 | 0.77932 | 1 | 2 | | | | | | 2 | |
| 304 | 468 | HC MUD 168 | $2,831,833 | 0.00021414019 | 0.21414 | 0 | 0 | | | | | | 0 | |
| 305 | 470 | HC MUD 170 | $684,919 | 0.00005179284 | 0.05179 | 0 | 0 | | | | | | 0 | |
| 306 | 471 | HC MUD 171 | $999,589 | 0.00007558785 | 0.07559 | 0 | 0 | | | | | | 0 | |
| 307 | 472 | HC MUD 172 | $3,065,676 | 0.00023182314 | 0.23182 | 0 | 0 | | | | | | 0 | |
| 308 | 473 | HC MUD 173 | $1,914,990 | 0.00014480950 | 0.14481 | 0 | 0 | | | | | | 0 | |
| 309 | 474 | HC MUD 565 | $2,435,145 | 0.00018414306 | 0.18414 | 0 | 0 | | | | | | 0 | |
| 310 | 476 | HC MUD 561 | $2,069,950 | 0.00015652741 | 0.15653 | 0 | 0 | | | | | | 0 | |
| 311 | 478 | HC MUD 558 | $5,583,423 | 0.00042221248 | 0.42221 | 0 | 0 | | | | | | 0 | |
| 312 | 479 | HC MUD 179 | $597,001 | 0.00004514458 | 0.04514 | 0 | 0 | | | | | | 0 | |
| 313 | 480 | HC MUD 180 | $3,246,142 | 0.00024546979 | 0.24547 | 0 | 0 | | | | | | 0 | |
| 314 | 482 | HC MUD 182 | $565,793 | 0.00004278466 | 0.04278 | 0 | 0 | | | | | | 0 | |
| 315 | 483 | HC MUD 183 | $1,638,202 | 0.00012387909 | 0.12388 | 0 | 0 | | | | | | 0 | |
| 316 | 484 | HC MUD 382 | $1,108,465 | 0.00008382094 | 0.08382 | 0 | 0 | | | | | | 0 | |
| 317 | 485 | HC MUD 185 | $556,598 | 0.00004208935 | 0.04209 | 0 | 0 | | | | | | 0 | |
| 318 | 486 | HC MUD 186 | $780,939 | 0.00005905377 | 0.05905 | 0 | 0 | | | | | | 0 | |
| 319 | 487 | HC MUD 465 | $3,093,624 | 0.00023393654 | 0.23394 | 0 | 0 | | | | | | 0 | |
| 320 | 488 | HC MUD 188 | $2,127,454 | 0.00016087580 | 0.16088 | 0 | 0 | | | | | | 0 | |
| 321 | 489 | HC MUD 189 | $2,234,625 | 0.00016897996 | 0.16898 | 0 | 0 | | | | | | 0 | |
| 322 | 490 | HC MUD 390 | $5,326,953 | 0.00040281850 | 0.40282 | 0 | 0 | | | | | | 0 | |
| 323 | 491 | HC MUD 191 | $1,005,921 | 0.00007606667 | 0.07607 | 0 | 0 | | | | | | 0 | |
| 324 | 493 | HC MUD 389 | $1,830,734 | 0.00013843815 | 0.13844 | 0 | 0 | | | | | | 0 | |
| 325 | 496 | HC MUD 196 | $3,993,727 | 0.00030200137 | 0.30200 | 0 | 0 | | | | | | 0 | |
| 326 | 498 | HC MUD 418 | $140,764 | 0.00001064442 | 0.01064 | 0 | 0 | | | | | | 0 | |
| 327 | 500 | HC MUD 200 | $3,172,263 | 0.00023988314 | 0.23988 | 0 | 0 | | | | | | 0 | |
| 328 | 501 | HC MUD 374 | $3,904,733 | 0.00029527174 | 0.29527 | 0 | 0 | | | | | | 0 | |
| 329 | 502 | HC MUD 202 | $2,554,645 | 0.00019317953 | 0.19318 | 0 | 0 | | | | | | 0 | |
| 330 | 504 | HC MUD 371 | $3,082,217 | 0.00023307396 | 0.23307 | 0 | 0 | | | | | | 0 | |
| 331 | 505 | HC MUD 205 | $652,400 | 0.00004933379 | 0.04933 | 0 | 0 | | | | | | 0 | |
| 332 | 506 | HC MUD 419 | $13,744,421 | 0.00103933844 | 1.03934 | 1 | 2 | | | | | | 2 | |
| 333 | 507 | HC MUD 468 | $3,862,667 | 0.00029209075 | 0.29209 | 0 | 0 | | | | | | 0 | |
| 334 | 508 | HC MUD 208 | $1,294,270 | 0.00009787132 | 0.09787 | 0 | 0 | | | | | | 0 | |
| 335 | 509 | HC MUD 372 | $985,468 | 0.00007452004 | 0.07452 | 0 | 0 | | | | | | 0 | |
| 336 | 510 | HC MUD 373 | $404,794 | 0.00003061009 | 0.03061 | 0 | 0 | | | | | | 0 | |
| 337 | 511 | HC MUD 211 | $367,602 | 0.00002779767 | 0.02780 | 0 | 0 | | | | | | 0 | |
| 338 | 514 | HC MUD 220 | $1,605,418 | 0.00012139999 | 0.12140 | 0 | 0 | | | | | | 0 | |
| 339 | 515 | HC MUD 215 | $364,302 | 0.00002754813 | 0.02755 | 0 | 0 | | | | | | 0 | |
| 340 | 516 | HC MUD 216 | $1,757,749 | 0.00013291910 | 0.13292 | 0 | 0 | | | | | | 0 | |
| 341 | 517 | HC MUD 217 | $1,262,314 | 0.00009545484 | 0.09545 | 0 | 0 | | | | | | 0 | |
| 342 | 519 | HC MUD 341 | $1,379,949 | 0.00010435027 | 0.10435 | 0 | 0 | | | | | | 0 | |
| 343 | 520 | HC MUD 370 | $2,815,126 | 0.00021287682 | 0.21288 | 0 | 0 | | | | | | 0 | |
| 344 | 521 | HC MUD 221 | $1,572,302 | 0.00011889580 | 0.11890 | 0 | 0 | | | | | | 0 | |
| 345 | 522 | HC MUD 222 | $1,361,994 | 0.00010299253 | 0.10299 | 0 | 0 | | | | | | 0 | |
| 346 | 524 | HC MUD 354 | $2,273,725 | 0.00017193666 | 0.17194 | 0 | 0 | | | | | | 0 | |
| 347 | 525 | HC MUD 355 | $431,288 | 0.00003261354 | 0.03261 | 0 | 0 | | | | | | 0 | |
| 348 | 526 | HC MUD 367 | $3,325,254 | 0.00025145216 | 0.25145 | 0 | 0 | | | | | | 0 | |
| 349 | 527 | HC MUD 359 | $355,789 | 0.00002690438 | 0.02690 | 0 | 0 | | | | | | 0 | |
| 350 | 528 | HC MUD 358 | $2,829,578 | 0.00021396967 | 0.21397 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 351 | 529 | HC MUD 360 | $2,043,162 | 0.00015450173 | 0.15450 | 0 | 0 | | | | | | 0 | |
| 352 | 530 | HC MUD 230 | $2,350,906 | 0.00017777300 | 0.17777 | 0 | 0 | | | | | | 0 | |
| 353 | 531 | HC MUD 231 | $310,465 | 0.00002347703 | 0.02348 | 0 | 0 | | | | | | 0 | |
| 354 | 532 | HC MUD 361 | $2,782,919 | 0.00021044136 | 0.21044 | 0 | 0 | | | | | | 0 | |
| 355 | 533 | HC MUD 233 | $906,544 | 0.00006855189 | 0.06855 | 0 | 0 | | | | | | 0 | |
| 356 | 534 | HC MUD 364 | $2,697,204 | 0.00020395969 | 0.20396 | 0 | 0 | | | | | | 0 | |
| 357 | 535 | HC MUD 365 | $2,553,178 | 0.00019306859 | 0.19307 | 0 | 0 | | | | | | 0 | |
| 358 | 538 | HC MUD 238 | $2,839,275 | 0.00021470294 | 0.21470 | 0 | 0 | | | | | | 0 | |
| 359 | 539 | HC MUD 239 | $2,576,195 | 0.00019480911 | 0.19481 | 0 | 0 | | | | | | 0 | |
| 360 | 541 | HC MUD 257 | $2,020,267 | 0.00015277043 | 0.15277 | 0 | 0 | | | | | | 0 | |
| 361 | 542 | HC MUD 261 | $811,140 | 0.00006133754 | 0.06134 | 0 | 0 | | | | | | 0 | |
| 362 | 544 | HC MUD 280 | $1,707,427 | 0.00012911381 | 0.12911 | 0 | 0 | | | | | | 0 | |
| 363 | 545 | HC MUD 281 | $1,761,064 | 0.00013316978 | 0.13317 | 0 | 0 | | | | | | 0 | |
| 364 | 548 | HC MUD 248 | $3,280,946 | 0.00024810163 | 0.24810 | 0 | 0 | | | | | | 0 | |
| 365 | 549 | HC MUD 249 | $2,744,852 | 0.00020756278 | 0.20756 | 0 | 0 | | | | | | 0 | |
| 366 | 555 | HC MUD 366 | $438,101 | 0.00003312873 | 0.03313 | 0 | 0 | | | | | | 0 | |
| 367 | 556 | HC UD 6 | $2,031,828 | 0.00015364466 | 0.15364 | 0 | 0 | | | | | | 0 | |
| 368 | 557 | HC MUD 165 (DA 1) | $2,411,081 | 0.00018232337 | 0.18232 | 0 | 0 | | | | | | 0 | |
| 369 | 559 | HC MUD 528 | $229,666 | 0.00001736710 | 0.01737 | 0 | 0 | | | | | | 0 | |
| 370 | 564 | HC UD 14 | $449,656 | 0.00003400251 | 0.03400 | 0 | 0 | | | | | | 0 | |
| 371 | 565 | HC UD 15 | $2,458,389 | 0.00018590075 | 0.18590 | 0 | 0 | | | | | | 0 | |
| 372 | 566 | HC UD 16 | $3,034,775 | 0.00022948644 | 0.22949 | 0 | 0 | | | | | | 0 | |
| 373 | 567 | CROSBY MUD (DA 1) | $601,049 | 0.00004545068 | 0.04545 | 0 | 0 | | | | | | 0 | |
| 374 | 568 | VILLAGE AT KATY DEV DISTRICT | $164,642 | 0.00001245005 | 0.01245 | 0 | 0 | | | | | | 0 | |
| 375 | 600 | HC WCID FONDREN ROAD | $932,138 | 0.00007048728 | 0.07049 | 0 | 0 | | | | | | 0 | |
| 376 | 601 | HC WCID 1 | $1,612,390 | 0.00012192721 | 0.12193 | 0 | 0 | | | | | | 0 | |
| 377 | 602 | HC WCID 21 | $1,768,899 | 0.00013376225 | 0.13376 | 0 | 0 | | | | | | 0 | |
| 378 | 603 | HC WCID 36 | $1,472,909 | 0.00011137981 | 0.11138 | 0 | 0 | | | | | | 0 | |
| 379 | 604 | HC WCID 50 | $2,023,801 | 0.00015303767 | 0.15304 | 0 | 0 | | | | | | 0 | |
| 380 | 605 | HC WCID 70 | $863,830 | 0.00006532190 | 0.06532 | 0 | 0 | | | | | | 0 | |
| 381 | 606 | HC WCID 74 | $1,797,528 | 0.00013592715 | 0.13593 | 0 | 0 | | | | | | 0 | |
| 382 | 609 | HC WCID 84 | $3,308,301 | 0.00025017019 | 0.25017 | 0 | 0 | | | | | | 0 | |
| 383 | 610 | HC WCID 89 | $5,908,883 | 0.00044682342 | 0.44682 | 0 | 0 | | | | | | 0 | |
| 384 | 611 | HC WCID 91 | $515,795 | 0.00003900387 | 0.03900 | 0 | 0 | | | | | | 0 | |
| 385 | 612 | HC WCID 92 | $796,911 | 0.00006026156 | 0.06026 | 0 | 0 | | | | | | 0 | |
| 386 | 613 | HC WCID 96 | $8,106,679 | 0.00061301841 | 0.61302 | 1 | 2 | | | | | | 2 | |
| 387 | 614 | HC WCID 155 | $1,991,945 | 0.00015062875 | 0.15063 | 0 | 0 | | | | | | 0 | |
| 388 | 615 | HC WCID 099 | $257,663 | 0.00001948420 | 0.01948 | 0 | 0 | | | | | | 0 | |
| 389 | 616 | HC WCID 156 | $499,362 | 0.00003776122 | 0.03776 | 0 | 0 | | | | | | 0 | |
| 390 | 617 | HC WCID 157 | $8,029,288 | 0.00060716618 | 0.60717 | 1 | 2 | | | | | | 2 | |
| 391 | 618 | HC ID 25 | $983,559 | 0.00007437568 | 0.07438 | 0 | 0 | | | | | | 0 | |
| 392 | 622 | HC WCID 109 | $1,941,199 | 0.00014679140 | 0.14679 | 0 | 0 | | | | | | 0 | |
| 393 | 623 | HC WCID 110 | $3,970,361 | 0.00030023446 | 0.30023 | 0 | 0 | | | | | | 0 | |
| 394 | 624 | HC WCID 113 | $754,995 | 0.00005709192 | 0.05709 | 0 | 0 | | | | | | 0 | |
| 395 | 625 | HC WCID 114 | $1,376,142 | 0.00010406239 | 0.10406 | 0 | 0 | | | | | | 0 | |
| 396 | 626 | HC WCID 116 | $1,088,507 | 0.00008231174 | 0.08231 | 0 | 0 | | | | | | 0 | |
| 397 | 627 | HC WCID 119 | $3,594,395 | 0.00027180431 | 0.27180 | 0 | 0 | | | | | | 0 | |
| 398 | 628 | HC WCID 132 | $639,424 | 0.00004835256 | 0.04835 | 0 | 0 | | | | | | 0 | |
| 399 | 629 | HC WCID 133 | $2,419,035 | 0.00018292484 | 0.18292 | 0 | 0 | | | | | | 0 | |
| 400 | 630 | HC WCID 136 | $1,410,929 | 0.00010669294 | 0.10669 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 401 | 632 | HC WCID 145 | $915,366 | 0.00006921900 | 0.06922 | 0 | 0 | | | | | | 0 | |
| 402 | 650 | HARRIS-FT BEND MUD 1 | $400,666 | 0.00003029793 | 0.03030 | 0 | 0 | | | | | | 0 | |
| 403 | 651 | HEATHERLOCH MUD | $1,791,391 | 0.00013546307 | 0.13546 | 0 | 0 | | | | | | 0 | |
| 404 | 652 | HORSEPEN BAYOU MUD | $2,554,103 | 0.00019313854 | 0.19314 | 0 | 0 | | | | | | 0 | |
| 405 | 654 | HUNTERS GLEN MUD | $4,461,483 | 0.00033737258 | 0.33737 | 0 | 0 | | | | | | 0 | |
| 406 | 656 | INTERSTATE MUD | $2,744,961 | 0.00020757102 | 0.20757 | 0 | 0 | | | | | | 0 | |
| 407 | 657 | INVERNESS FOREST ID | $1,435,081 | 0.00010851929 | 0.10852 | 0 | 0 | | | | | | 0 | |
| 408 | 658 | JACKRABBIT ROAD PUD | $1,239,214 | 0.00009370804 | 0.09371 | 0 | 0 | | | | | | 0 | |
| 409 | 660 | HARRIS-FT BEND CO MUD 3 | $4,414,439 | 0.00033381516 | 0.33382 | 0 | 0 | | | | | | 0 | |
| 410 | 662 | FORT BEND CO MUD 30 | $3,409 | 0.00000025778 | 0.00026 | 0 | 0 | | | | | | 0 | |
| 411 | 681 | KINGSBRIDGE MUD | $119,693 | 0.00000905106 | 0.00905 | 0 | 0 | | | | | | 0 | |
| 412 | 682 | KIRKMONT MUD | $795,949 | 0.00006018881 | 0.06019 | 0 | 0 | | | | | | 0 | |
| 413 | 683 | KLEIN PUD | $1,370,030 | 0.00010360021 | 0.10360 | 0 | 0 | | | | | | 0 | |
| 414 | 684 | KLEINWOOD MUD | $1,966,810 | 0.00014872807 | 0.14873 | 0 | 0 | | | | | | 0 | |
| 415 | 687 | HC MUD 572 | $754,317 | 0.00005704065 | 0.05704 | 0 | 0 | | | | | | 0 | |
| 416 | 691 | LAKE MUD | $1,999,591 | 0.00015120694 | 0.15121 | 0 | 0 | | | | | | 0 | |
| 417 | 692 | LAKE FOREST UD | $994,723 | 0.00007521989 | 0.07522 | 0 | 0 | | | | | | 0 | |
| 418 | 693 | LANGHAM CREEK UD | $4,521,159 | 0.00034188521 | 0.34189 | 0 | 0 | | | | | | 0 | |
| 419 | 694 | LONGHORN TOWN UD | $707,759 | 0.00005351998 | 0.05352 | 0 | 0 | | | | | | 0 | |
| 420 | 695 | LOUETTA NORTH PUD | $1,210,773 | 0.00009155736 | 0.09156 | 0 | 0 | | | | | | 0 | |
| 421 | 696 | LOUETTA ROAD UD | $419,452 | 0.00003171851 | 0.03172 | 0 | 0 | | | | | | 0 | |
| 422 | 697 | LUCE BAYOU PUD | $814,321 | 0.00006157808 | 0.06158 | 0 | 0 | | | | | | 0 | |
| 423 | 699 | HC MUD 540 | $2,664,851 | 0.00020151319 | 0.20151 | 0 | 0 | | | | | | 0 | |
| 424 | 701 | MALCOMSON ROAD UD | $3,117,559 | 0.00023574648 | 0.23575 | 0 | 0 | | | | | | 0 | |
| 425 | 702 | MASON CREEK UD | $2,796,054 | 0.00021143462 | 0.21143 | 0 | 0 | | | | | | 0 | |
| 426 | 703 | BRAZORIA CO MUD 28 | $832,242 | 0.00006293325 | 0.06293 | 0 | 0 | | | | | | 0 | |
| 427 | 704 | MAYDE CREEK MUD | $3,009,820 | 0.00022759937 | 0.22760 | 0 | 0 | | | | | | 0 | |
| 428 | 705 | MEMORIAL HILLS UD | $1,045,307 | 0.00007904500 | 0.07904 | 0 | 0 | | | | | | 0 | |
| 429 | 706 | MEMORIAL MUD | $2,082,755 | 0.00015749571 | 0.15750 | 0 | 0 | | | | | | 0 | |
| 430 | 707 | MEMORIAL VILLAGES WA | $1,636,449 | 0.00012374653 | 0.12375 | 0 | 0 | | | | | | 0 | |
| 431 | 709 | MILLS ROAD MUD | $2,453,300 | 0.00018551593 | 0.18552 | 0 | 0 | | | | | | 0 | |
| 432 | 710 | MISSION BEND MUD 1 | $595,888 | 0.00004506041 | 0.04506 | 0 | 0 | | | | | | 0 | |
| 433 | 711 | MISSION BEND MUD 2 | $3,602,592 | 0.00027242416 | 0.27242 | 0 | 0 | | | | | | 0 | |
| 434 | 712 | MORTON ROAD MUD | $1,223,089 | 0.00009248868 | 0.09249 | 0 | 0 | | | | | | 0 | |
| 435 | 714 | MT HOUSTON ROAD MUD | $5,137,385 | 0.00038848357 | 0.38848 | 0 | 0 | | | | | | 0 | |
| 436 | 716 | HC MUD 490 | $4,210,292 | 0.00031837778 | 0.31838 | 0 | 0 | | | | | | 0 | |
| 437 | 717 | HC WCID 158 | $3,255,400 | 0.00024616987 | 0.24617 | 0 | 0 | | | | | | 0 | |
| 438 | 718 | NEWPORT MUD | $6,878,959 | 0.00052017953 | 0.52018 | 1 | 2 | | | | | | 2 | |
| 439 | 720 | E ALDINE MGMT DIST (DA 1) | $30,459 | 0.00000230328 | 0.00230 | 0 | 0 | | | | | | 0 | |
| 440 | 721 | NORTHAMPTON MUD | $5,626,101 | 0.00042543975 | 0.42544 | 0 | 0 | | | | | | 0 | |
| 441 | 722 | NORTH BELT UD | $2,359,720 | 0.00017843951 | 0.17844 | 0 | 0 | | | | | | 0 | |
| 442 | 724 | NE HC MUD 1 | $4,286,497 | 0.00032414032 | 0.32414 | 0 | 0 | | | | | | 0 | |
| 443 | 725 | NORTH FOREST MUD | $1,017,582 | 0.00007694846 | 0.07695 | 0 | 0 | | | | | | 0 | |
| 444 | 727 | NORTH MISSION GLEN MUD | $20,859 | 0.00000157734 | 0.00158 | 0 | 0 | | | | | | 0 | |
| 445 | 728 | NORTH PARK PUD | $827,996 | 0.00006261217 | 0.06261 | 0 | 0 | | | | | | 0 | |
| 446 | 730 | NORTHWEST FRWY MUD | $1,309,004 | 0.00009898548 | 0.09899 | 0 | 0 | | | | | | 0 | |
| 447 | 731 | N GATE CROSSING MUD 1 | $2,356,716 | 0.00017821235 | 0.17821 | 0 | 0 | | | | | | 0 | |
| 448 | 732 | N GATE CROSSING MUD 2 | $3,142,155 | 0.00023760641 | 0.23761 | 0 | 0 | | | | | | 0 | |
| 449 | 734 | N GATE CROSSING RD UD | $583,078 | 0.00004409174 | 0.04409 | 0 | 0 | | | | | | 0 | |
| 450 | 738 | HARRIS WALLER CNTS MUD 5 | $1,434,119 | 0.00010844655 | 0.10845 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 451 | 739 | HC MUD 534 | $5,534,647 | 0.00041852409 | 0.41852 | 0 | 0 | | | | | | 0 | |
| 452 | 740 | HC MUD 559 | $1,440,594 | 0.00010893618 | 0.10894 | 0 | 0 | | | | | | 0 | |
| 453 | 742 | HC MUD 248 DEFINED AREA | $455,345 | 0.00003443270 | 0.03443 | 0 | 0 | | | | | | 0 | |
| 454 | 745 | NW HC MUD 5 | $23,468,904 | 0.00177469345 | 1.77469 | 2 | 4 | | | | | | 4 | |
| 455 | 746 | NW HC MUD 6 | $1,763,816 | 0.00013337788 | 0.13338 | 0 | 0 | | | | | | 0 | |
| 456 | 749 | NW HC MUD 9 | $1,785,994 | 0.00013505496 | 0.13505 | 0 | 0 | | | | | | 0 | |
| 457 | 750 | NW HC MUD 10 | $5,683,715 | 0.00042979646 | 0.42980 | 0 | 0 | | | | | | 0 | |
| 458 | 752 | NW HC MUD 12 | $5,028,625 | 0.00038025925 | 0.38026 | 0 | 0 | | | | | | 0 | |
| 459 | 755 | NW HC MUD 15 | $2,975,043 | 0.00022496957 | 0.22497 | 0 | 0 | | | | | | 0 | |
| 460 | 756 | NW HC MUD 16 | $2,950,850 | 0.00022314013 | 0.22314 | 0 | 0 | | | | | | 0 | |
| 461 | 759 | NW HC MUD 19 | $5,093,597 | 0.00038517236 | 0.38517 | 0 | 0 | | | | | | 0 | |
| 462 | 760 | NW HC MUD 20 | $674,428 | 0.00005099953 | 0.05100 | 0 | 0 | | | | | | 0 | |
| 463 | 761 | NW HC MUD 21 | $787,595 | 0.00005955709 | 0.05956 | 0 | 0 | | | | | | 0 | |
| 464 | 762 | NW HC MUD 22 | $1,745,125 | 0.00013196449 | 0.13196 | 0 | 0 | | | | | | 0 | |
| 465 | 763 | NW HC MUD 23 | $1,908,213 | 0.00014429703 | 0.14430 | 0 | 0 | | | | | | 0 | |
| 466 | 764 | NW HC MUD 24 | $2,933,635 | 0.00022183835 | 0.22184 | 0 | 0 | | | | | | 0 | |
| 467 | 768 | NW HC MUD 28 | $890,974 | 0.00006737450 | 0.06737 | 0 | 0 | | | | | | 0 | |
| 468 | 769 | NW HC MUD 29 | $595,059 | 0.00004499773 | 0.04500 | 0 | 0 | | | | | | 0 | |
| 469 | 770 | NW HC MUD 30 | $2,756,229 | 0.00020842309 | 0.20842 | 0 | 0 | | | | | | 0 | |
| 470 | 771 | NW HC MUD 32 | $3,292,518 | 0.00024897669 | 0.24898 | 0 | 0 | | | | | | 0 | |
| 471 | 776 | NW HC MUD 36 | $1,663,313 | 0.00012577795 | 0.12578 | 0 | 0 | | | | | | 0 | |
| 472 | 777 | NORTHWEST PARK MUD | $4,856,812 | 0.00036726694 | 0.36727 | 0 | 0 | | | | | | 0 | |
| 473 | 778 | NOTTINGHAM CNTRY MUD | $3,341,464 | 0.00025267794 | 0.25268 | 0 | 0 | | | | | | 0 | |
| 474 | 779 | NORTHWOOD MUD 1 | $802,770 | 0.00006070461 | 0.06070 | 0 | 0 | | | | | | 0 | |
| 475 | 781 | OAKMONT PUD | $3,582,245 | 0.00027088554 | 0.27089 | 0 | 0 | | | | | | 0 | |
| 476 | 783 | PARKWAY UD | $3,979,189 | 0.00030090202 | 0.30090 | 0 | 0 | | | | | | 0 | |
| 477 | 784 | PINE BOUGH PUD | $18,261 | 0.00000138088 | 0.00138 | 0 | 0 | | | | | | 0 | |
| 478 | 785 | PINE FOREST MUD | $1,137,254 | 0.00008599793 | 0.08600 | 0 | 0 | | | | | | 0 | |
| 479 | 786 | RANKIN ROAD WEST MUD | $1,926,345 | 0.00014566815 | 0.14567 | 0 | 0 | | | | | | 0 | |
| 480 | 787 | PINE VILLAGE PUD | $627,160 | 0.00004742517 | 0.04743 | 0 | 0 | | | | | | 0 | |
| 481 | 788 | PONDEROSA FOREST UD | $514,442 | 0.00003890155 | 0.03890 | 0 | 0 | | | | | | 0 | |
| 482 | 789 | POST WOOD MUD | $998,808 | 0.00007552879 | 0.07553 | 0 | 0 | | | | | | 0 | |
| 483 | 790 | PRESTONWOOD FOREST UD | $1,021,898 | 0.00007727484 | 0.07727 | 0 | 0 | | | | | | 0 | |
| 484 | 801 | REID ROAD MUD 1 | $1,760,491 | 0.00013312645 | 0.13313 | 0 | 0 | | | | | | 0 | |
| 485 | 802 | REID ROAD MUD 2 | $2,349,588 | 0.00017767334 | 0.17767 | 0 | 0 | | | | | | 0 | |
| 486 | 803 | RENN ROAD MUD | $1,466,550 | 0.00011089894 | 0.11090 | 0 | 0 | | | | | | 0 | |
| 487 | 804 | RICEWOOD MUD | $1,877,891 | 0.00014200411 | 0.14200 | 0 | 0 | | | | | | 0 | |
| 488 | 806 | ROLLING CREEK UD | $2,983,284 | 0.00022559275 | 0.22559 | 0 | 0 | | | | | | 0 | |
| 489 | 807 | ROLLING FORK PUD | $1,123,246 | 0.00008493866 | 0.08494 | 0 | 0 | | | | | | 0 | |
| 490 | 809 | ROYALWOOD MUD | $320,410 | 0.00002422906 | 0.02423 | 0 | 0 | | | | | | 0 | |
| 491 | 810 | RICHEY ROAD MUD | $926,986 | 0.00007009769 | 0.07010 | 0 | 0 | | | | | | 0 | |
| 492 | 811 | REMINGTON MUD 1 | $6,210,660 | 0.00046964348 | 0.46964 | 0 | 0 | | | | | | 0 | |
| 493 | 822 | SAGEMEADOW UD | $2,807,013 | 0.00021226333 | 0.21226 | 0 | 0 | | | | | | 0 | |
| 494 | 823 | SEQUOIA ID | $420,685 | 0.00003181175 | 0.03181 | 0 | 0 | | | | | | 0 | |
| 495 | 824 | SHASLA PUD | $1,263,468 | 0.00009554210 | 0.09554 | 0 | 0 | | | | | | 0 | |
| 496 | 825 | SOUTHWEST HC MUD 1 | $513,856 | 0.00003885724 | 0.03886 | 0 | 0 | | | | | | 0 | |
| 497 | 826 | SPANISH COVE PUD | $184,914 | 0.00001398300 | 0.01398 | 0 | 0 | | | | | | 0 | |
| 498 | 827 | SPENCER ROAD PUD | $2,298,213 | 0.00017378841 | 0.17379 | 0 | 0 | | | | | | 0 | |
| 499 | 829 | SPRING CRK FOREST PUD | $1,193,737 | 0.00009026912 | 0.09027 | 0 | 0 | | | | | | 0 | |
| 500 | 831 | SPRING MEADOWS MUD | $2,820,116 | 0.00021325416 | 0.21325 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 501 | 832 | SPRING WEST MUD | $3,315,772 | 0.00025073514 | 0.25074 | 0 | 0 | | | | | | 0 | |
| 502 | 833 | SHELDON ROAD MUD | $2,074,927 | 0.00015690376 | 0.15690 | 0 | 0 | | | | | | 0 | |
| 503 | 841 | TATTOR ROAD MD | $1,677,091 | 0.00012681983 | 0.12682 | 0 | 0 | | | | | | 0 | |
| 504 | 842 | TERRANOVA WEST MUD | $1,784,367 | 0.00013493193 | 0.13493 | 0 | 0 | | | | | | 0 | |
| 505 | 844 | HC MUD 368 | $6,725,172 | 0.00050855032 | 0.50855 | 1 | 2 | | | | | | 2 | |
| 506 | 846 | TIMBERLAKE ID | $920,736 | 0.00006962507 | 0.06963 | 0 | 0 | | | | | | 0 | |
| 507 | 847 | TIMBER LANE UD | $12,882,034 | 0.00097412565 | 0.97413 | 1 | 2 | | | | | | 2 | |
| 508 | 848 | TRAIL OF THE LAKES MUD | $4,891,874 | 0.00036991829 | 0.36992 | 0 | 0 | | | | | | 0 | |
| 509 | 850 | HC ID 3 | $5,241,440 | 0.00039635209 | 0.39635 | 0 | 0 | | | | | | 0 | |
| 510 | 851 | WESTADOR MUD | $555,689 | 0.00004202061 | 0.04202 | 0 | 0 | | | | | | 0 | |
| 511 | 861 | WEST HC MUD 1 | $914,878 | 0.00006918210 | 0.06918 | 0 | 0 | | | | | | 0 | |
| 512 | 862 | WEST HC MUD 2 | $2,498,056 | 0.00018890033 | 0.18890 | 0 | 0 | | | | | | 0 | |
| 513 | 864 | WEST HC MUD 4 | $905,483 | 0.00006847166 | 0.06847 | 0 | 0 | | | | | | 0 | |
| 514 | 865 | WEST HC MUD 5 | $3,116,330 | 0.00023565355 | 0.23565 | 0 | 0 | | | | | | 0 | |
| 515 | 866 | WEST HC MUD 6 | $475,445 | 0.00003595264 | 0.03595 | 0 | 0 | | | | | | 0 | |
| 516 | 867 | WEST HC MUD 7 | $2,049,842 | 0.00015500686 | 0.15501 | 0 | 0 | | | | | | 0 | |
| 517 | 869 | WEST HC MUD 9 | $1,711,368 | 0.00012941182 | 0.12941 | 0 | 0 | | | | | | 0 | |
| 518 | 870 | WEST HC MUD 10 | $2,644,968 | 0.00020000966 | 0.20001 | 0 | 0 | | | | | | 0 | |
| 519 | 871 | WEST HC MUD 11 | $4,158,131 | 0.00031443343 | 0.31443 | 0 | 0 | | | | | | 0 | |
| 520 | 874 | WEST HC MUD 14 | $1,234,237 | 0.00009333168 | 0.09333 | 0 | 0 | | | | | | 0 | |
| 521 | 875 | WEST HC MUD 15 | $1,567,373 | 0.00011852307 | 0.11852 | 0 | 0 | | | | | | 0 | |
| 522 | 876 | WEST HC MUD 016 | $829,552 | 0.00006272984 | 0.06273 | 0 | 0 | | | | | | 0 | |
| 523 | 877 | WEST HC MUD 17 | $1,976,231 | 0.00014944048 | 0.14944 | 0 | 0 | | | | | | 0 | |
| 524 | 879 | WEST HC MUD 21 | $3,960,752 | 0.00029950784 | 0.29951 | 0 | 0 | | | | | | 0 | |
| 525 | 893 | W KEEGANS BAYOU ID | $228,372 | 0.00001726925 | 0.01727 | 0 | 0 | | | | | | 0 | |
| 526 | 894 | WESTLAKE MUD 1 | $1,335,284 | 0.00010097275 | 0.10097 | 0 | 0 | | | | | | 0 | |
| 527 | 895 | WEST MEMORIAL MUD | $1,315,680 | 0.00009949032 | 0.09949 | 0 | 0 | | | | | | 0 | |
| 528 | 896 | WESTON MUD | $3,291,903 | 0.00024893019 | 0.24893 | 0 | 0 | | | | | | 0 | |
| 529 | 897 | WEST PARK MUD | $3,194,403 | 0.00024155734 | 0.24156 | 0 | 0 | | | | | | 0 | |
| 530 | 899 | WHITE OAK BEND MUD | $808,885 | 0.00006116702 | 0.06117 | 0 | 0 | | | | | | 0 | |
| 531 | 901 | WINDFERN FOREST UD | $2,193,768 | 0.00016589039 | 0.16589 | 0 | 0 | | | | | | 0 | |
| 532 | 902 | WOODCREEK MUD | $1,316,774 | 0.00009957304 | 0.09957 | 0 | 0 | | | | | | 0 | |
| 533 | 907 | NORTHPOINTE WCID | $4,343,590 | 0.00032845764 | 0.32846 | 0 | 0 | | | | | | 0 | |
| 534 | 910 | KATY MGMT DISTRICT 1 | $1,216,009 | 0.00009195330 | 0.09195 | 0 | 0 | | | | | | 0 | |
| 535 | 911 | CINCO MUD 3 | $92,597 | 0.00000700209 | 0.00700 | 0 | 0 | | | | | | 0 | |
| 536 | 913 | CINCO MUD 6 | $441,296 | 0.00003337033 | 0.03337 | 0 | 0 | | | | | | 0 | |
| 537 | 914 | CINCO MUD 9 | $726,850 | 0.00005496362 | 0.05496 | 0 | 0 | | | | | | 0 | |
| 538 | 915 | HC-FT BEND MUD 5 | $48,764 | 0.00000368748 | 0.00369 | 0 | 0 | | | | | | 0 | |
| 539 | 916 | FT BEND WCID 2 | $380,617 | 0.00002878185 | 0.02878 | 0 | 0 | | | | | | 0 | |
| 540 | 917 | WILLOW FORK DRNG DIST | $636,843 | 0.00004815739 | 0.04816 | 0 | 0 | | | | | | 0 | |
| 541 | 921 | FALL CREEK MGMT DIST | $817,779 | 0.00006183957 | 0.06184 | 0 | 0 | | | | | | 0 | |
| 542 | A02 | HC MUD 578 | $585,522 | 0.00004427655 | 0.04428 | 0 | 0 | | | | | | 0 | |
| 543 | A03 | HC MUD 547 | $1,993,870 | 0.00015077432 | 0.15077 | 0 | 0 | | | | | | 0 | |
| 544 | A04 | WESTWOOD MGMT DISTRICT | $60 | 0.00000000454 | 0.00000 | 0 | 0 | | | | | | 0 | |
| 545 | A05 | KATY WEST MUD | $160,005 | 0.00001209941 | 0.01210 | 0 | 0 | | | | | | 0 | |
| 546 | A06 | HC MUD 576 | $416,830 | 0.00003152024 | 0.03152 | 0 | 0 | | | | | | 0 | |
| 547 | A07 | HC WCID 164 | $167,523 | 0.00001266791 | 0.01267 | 0 | 0 | | | | | | 0 | |
| 548 | A08 | HC MUD 570A | $46,985 | 0.00000355296 | 0.00355 | 0 | 0 | | | | | | 0 | |
| 549 | A09 | HC MUD 539 | $282,093 | 0.00002133157 | 0.02133 | 0 | 0 | | | | | | 0 | |
| 550 | A10 | HC MUD 532 | $212,397 | 0.00001606123 | 0.01606 | 0 | 0 | | | | | | 0 | |

EXHIBIT "B"

| | JUR NO. | TAXING UNIT | 2024 ADJ. LEVY | 2025 ALLOCATION RATIO | X 1,000 | Round to nearest whole # | Number of Votes | County | HISD | Other School Distircts | COH | Other Cities | Conservation and Reclamation Districts | Comm Coll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | $13,224,201,589 | | | | 1,888 | 384 | 296 | 658 | 252 | 62 | 136 | 100 |
| 551 | A11 | HARRIS WALLER COUNTIES MUD 12 | $486,257 | 0.00003677023 | 0.03677 | 0 | 0 | | | | | | 0 | |
| 552 | A14 | ENCLAVE AT THE WOODLANDS DA | $302,295 | 0.00002285923 | 0.02286 | 0 | 0 | | | | | | 0 | |
| 553 | A15 | HC MUD 569 | $2,454,630 | 0.00018561650 | 0.18562 | 0 | 0 | | | | | | 0 | |
| 554 | A18 | HC MUD 580 | $164,261 | 0.00001242124 | 0.01242 | 0 | 0 | | | | | | 0 | |
| 555 | A19 | PLUM CREEK MGMT DISTRICT 1A | $163,098 | 0.00001233330 | 0.01233 | 0 | 0 | | | | | | 0 | |
| 556 | A22 | CROSBY MUD DA 2 | $6,790 | 0.00000051345 | 0.00051 | 0 | 0 | | | | | | 0 | |
| 557 | A29 | HC MUD 533 | $985 | 0.00000007448 | 0.00007 | 0 | 0 | | | | | | 0 | |
| 558 | A30 | HC MUD 515 | $136,317 | 0.00001030815 | 0.01031 | 0 | 0 | | | | | | 0 | |
| 559 | A31 | NEWPORT MUD DA 2 | $54,882 | 0.00000415012 | 0.00415 | 0 | 0 | | | | | | 0 | |
| 560 | A32 | HARRIS WALLER COUNTIES MUD 7 | $12,164 | 0.00000091983 | 0.00092 | 0 | 0 | | | | | | 0 | |
| 561 | A33 | TOMBALL BUSINESS ID 1 | $1,488,533 | 0.00011256128 | 0.11256 | 0 | 0 | | | | | | 0 | |
| 562 | A38 | HC MUD 535 | $150,312 | 0.00001136643 | 0.01137 | 0 | 0 | | | | | | 0 | |
| 563 | A39 | HC MUD 570C | $76,915 | 0.00000581623 | 0.00582 | 0 | 0 | | | | | | 0 | |
| 564 | A41 | HC UD 544 | $13,186 | 0.00000099711 | 0.00100 | 0 | 0 | | | | | | 0 | |
| 565 | A46 | HC MUD 588 | $3,097 | 0.00000023419 | 0.00023 | 0 | 0 | | | | | | 0 | |
| 566 | A52 | HC MUD 492 | $24,356 | 0.00000184177 | 0.00184 | 0 | 0 | | | | | | 0 | |
| 567 | A53 | HC MUD 514 | $5,052 | 0.00000038203 | 0.00038 | 0 | 0 | | | | | | 0 | |
| 568 | A56 | HC MUD 586 | $72,758 | 0.00000550188 | 0.00550 | 0 | 0 | | | | | | 0 | |
| 569 | A57 | HC MUD 583 | $53,258 | 0.00000402731 | 0.00403 | 0 | 0 | | | | | | 0 | |
| 570 | A58 | HC WCID 160 | $17 | 0.00000000129 | 0.00000 | 0 | 0 | | | | | | 0 | |