Regular Board Meeting
Monday, November 9, 2026 6:00 PM

Boardroom of the Mark Henry, Ed.D.
Administration Building
11440 Matzke Road
Cypress, Texas 77429

Agenda

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 November 2, 2026, 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. **Recognitions and Awards Announcements**

4.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.

MEETING AGENDA

5. **PUBLIC COMMENTS**

5.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.

SPEAKERS:

1. Jennifer Chenette
2. Jeremy Eugene
3. Megan Davis
4. Rebecca Done
5. Jennifer Lorenz
6. Jennifer Chenette
7. Ashley Buckner
8. Ann Ford
9. Kari McBride

10. Tamara Thomas
11. Whitney Kleiber
12. Lisa Atkinson
13. Mark Goloby
14. Reginald Grant

5.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, NOVEMBER 9, 2026.

SPEAKERS:

1. Erin Cooke
2. Megan Davis
3. Suzanne Partin
4. Jon Gaastra
5. Desirea Gaastra
6. Jacques Chauvet
7. Michael Lechtenberg
8. Zachery Ware
9. Jennifer Chenette
10. Amanda Smith
11. Ben Frost
12. Cecile Lefevre Chawla
13. Bryan Henry
14. Sasthenia McCain
15. Amber Westbrook
16. Mark Goloby
17. Thomas Jackson

6. **REPORTS**

6.A. The administration will provide a report on formative assessment data.

6.B. The administration will give an updated report on student screen time monitoring.

7. **CONSENT AGENDA**

7.A. The Board will consider approving the minutes of the October 19, 2026, Regular Board Meeting.

7.B. The Board will consider approving the budget amendments for the period of July 1, 2026 through September 30, 2026.
7.C. The Board will consider approving the DEIC's recommendation for the 2027-2028 instructional calendar.
7.D. The Board will consider approving the district and campus improvement plans for the 2026-2027 school year.
7.E. The Board will consider approving the local improvement plans for the 2026-2027 school year.
7.F. The Board will consider approving on second reading the additions, revisions, or deletions to district policies:
7.F.1. EHAC (Local) - Basic Instructional Program: Required Instruction Secondary (Revise)
7.G. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.
7.G.1. Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote
7.G.2. CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote
7.G.3. Marketing Services
7.G.4. Student Transportation Management Software Renewal
7.H. The Board will consider granting a fill easement to the Harris County Improvement District No. 14.
7.I. The Board will consider granting temporary construction easements to the North Harris County Regional Water Authority (NHCRWA).

8. **NON-CONSENT AGENDA**
8.A. The Board will consider approving the District's 2026 Annual Comprehensive Financial Report and accept the auditors' report on the district's general-purpose financial statements for the fiscal year ended June 30, 2026.
8.B. The Board will consider approving on first reading the additions, revisions, or deletions to district policies:
8.B.1. CW (Local) - Naming Facilities (Revise)
8.B.2. EFB (Local) - Instructional Resources: Library Materials (Revise)
8.C. The Board will consider approving a request for a Texas Education Agency Low-Attendance Day Waiver for Swenke Elementary School.
8.D. The Board will consider making a determination that good cause did not exist as required by law to Katie Heavens, Michael Roskey, Tory Garcia, Tierra Clayton, Kevin Holguin, Myrna Sloan, and Christina Thompson to resign their respective employment contracts. [This item may be discussed in closed session.]
8.E. The district will consider a Level III appeal (J. Doster) of a Level II decision. [This item may be discussed in closed session.]
8.F. The Board will consider a Level III discipline appeal (A. Bridges) of a Level II decision. [This item may be discussed in closed session.]
8.G. The Board will consider a Level III discipline appeal (L. Grant) of a Level II decision. [This item may be discussed in closed session.]
8.H. The district will consider a Level IV appeal (M. Anthony) of a Level III decision. [This item may be discussed in closed session.]

9. **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.

10. **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.

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

10.B. Section 551.071	10.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.
10.D. Section 551.072	10.E. For the purpose of discussing the purchase, exchange, lease or value of real property.
10.F. Section 551.073	10.G. For the purpose of considering a negotiated contract for a prospective gift or donation.
10.H. Section 551.074	10.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.
10.J. Section 551.076	10.K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
10.L. Section 551.0821	10.M. For the purpose of deliberating a matter regarding a public-school student if

	personally identifiable information about the student will necessarily be revealed.
10.N. Section 551.082	10.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.
10.P. Section 551.083	10.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.
10.R. Section 551.084	10.S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

11. **ADJOURNMENT**

CFISD Strategic Plan

Goal 1, Goal 4, and Goal 5
Formative Assessment Data Review
November 2026

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

CFISD

CFISD Strategic Plan

Goal 1

The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

- **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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Group	ELAR Grades 3-8, English I, and English II DPM 1 2026-27								
	Total Tested	DNM		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	64432	8743	14%	55689	86%	44504	69%	21274	33%
African American	13433	2626	20%	10807	80%	7919	59%	2987	22%
Hispanic	28995	4778	16%	24217	84%	18323	63%	7600	26%
White	11718	699	6%	11019	94%	9692	83%	5420	46%
Asian	7106	275	4%	6831	96%	6238	88%	4067	57%
Economically Disadvantaged	34512	6477	19%	28035	81%	20493	59%	7924	23%
Special Education	9849	3743	38%	6106	62%	3471	35%	1118	11%
Emergent Bilingual	10907	3154	29%	7753	71%	4688	43%	1360	12%

CFISD

Math Grades 3-8 and Algebra I
DPM 1 2026-27

Group	Total Tested	DNM		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	48435	8415	17%	40020	83%	30576	63%	16367	34%
African American	9998	2563	26%	7435	74%	5120	51%	2207	22%
Hispanic	22127	4496	20%	17631	80%	12477	56%	5667	26%
White	8723	684	8%	8039	92%	6938	80%	4323	50%
Asian	5074	243	5%	4831	95%	4427	87%	3255	64%
Economically Disadvantaged	26457	6195	23%	20262	77%	13933	53%	5985	23%
Special Education	7367	2652	36%	4715	64%	2901	39%	1045	14%
Emergent Bilingual	8743	2391	27%	6352	73%	3944	45%	1463	17%

CFISD

Science Grades 5/8 and Biology
DPM 1 2026-27

Group	Total Tested	DNM		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	24320	1143	5%	23177	95%	19502	80%	14794	61%
African American	5089	365	7%	4724	93%	3708	73%	2541	50%
Hispanic	10816	641	6%	10175	94%	8164	75%	5754	53%
White	4520	77	2%	4443	98%	4093	91%	3424	76%
Asian	2757	25	1%	2732	99%	2595	94%	2316	84%
Economically Disadvantaged	12849	862	7%	11987	93%	9380	73%	6425	50%
Special Education	3456	534	15%	2922	85%	1742	50%	926	27%
Emergent Bilingual	3938	411	10%	3527	90%	2428	62%	1384	35%

CFISD

Social Studies Grade 8 and U.S. History
DPM 1 2026-27

Group	Total Tested	DNM		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	16109	2160	13%	13949	87%	11532	72%	8236	51%
African American	3280	597	18%	2683	82%	2083	64%	1425	43%
Hispanic	7212	1211	17%	6001	83%	4755	66%	3211	45%
White	3042	187	6%	2855	94%	2545	84%	1910	63%
Asian	1894	86	5%	1808	95%	1665	88%	1338	71%
Economically Disadvantaged	8172	1535	19%	6637	81%	5173	63%	3433	42%
Special Education	1669	585	35%	1084	65%	681	41%	418	25%
Emergent Bilingual	2229	702	31%	1527	69%	1003	45%	595	27%

CFISD

CFISD Strategic Plan

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 4.1**

  The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Group	MAP RLA 2026-27								
	Total Tested	Did Not Meet Below 25th Percentile		Approaches 25th to 49th Percentile		Meets 50th to 74th Percentile		Masters 75th Percentile or Above	
		#	%	#	%	#	%	#	%
Kindergarten	6124	1141	19%	1327	22%	1670	27%	1986	32%
First Grade	6716	1272	19%	1562	23%	1592	24%	2290	34%
Second Grade	7041	1479	21%	1568	22%	1822	26%	2172	31%
All	19881	3892	20%	4457	22%	5084	26%	6448	32%
African American	4093	1078	26%	1072	26%	986	24%	957	23%
Hispanic	9265	1954	21%	2244	24%	2330	25%	2737	30%
White	3362	422	13%	611	18%	918	27%	1411	42%
Asian	1893	209	11%	274	14%	510	27%	900	48%
Economically Disadvantaged	11190	2748	25%	2894	26%	2798	25%	2750	25%
Special Education	2888	1062	37%	829	29%	602	21%	395	14%
Emergent Bilingual	5873	1308	22%	1422	24%	1357	23%	1786	30%

CFISD

Group	mClass RLA 2026-27								
	Total Tested	Did Not Meet Well Below Benchmark		Approaches Below Benchmark		Meets At Benchmark		Masters Above Benchmark	
		#	%	#	%	#	%	#	%
Kindergarten	6161	1239	20%	916	15%	1471	24%	2535	41%
First Grade	6754	1293	19%	987	15%	2115	31%	2359	35%
Second Grade	7027	1528	22%	839	12%	2184	31%	2476	35%
All	19942	4060	20%	2742	14%	5770	29%	7370	37%
African American	4089	1114	27%	610	15%	1081	26%	1284	31%
Hispanic	9245	2058	22%	1304	14%	2844	31%	3039	33%
White	3364	494	15%	499	15%	982	29%	1389	41%
Asian	1885	131	7%	139	7%	482	26%	1133	60%
Economically Disadvantaged	11170	2849	26%	1692	15%	3235	29%	3394	30%
Special Education	2863	1125	39%	463	16%	666	23%	609	21%
Emergent Bilingual	5869	1152	20%	737	13%	1893	32%	2087	36%

CFISD

CFISD Strategic Plan
Goal 5

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

- **Performance Objective**

  The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Group	MAP Math 2026-27								
	Total Tested	Did Not Meet Below 25th Percentile		Approaches 25th to 49th Percentile		Meets 50th to 74th Percentile		Masters 75th Percentile or Above	
		#	%	#	%	#	%	#	%
Kindergarten	6121	1090	18%	1277	21%	1641	27%	2113	35%
First Grade	6719	977	15%	1661	25%	2219	33%	1862	28%
Second Grade	7036	1376	20%	1896	27%	2185	31%	1579	22%
All	19876	3443	17%	4834	24%	6045	30%	5554	28%
African American	4086	1009	25%	1155	28%	1166	29%	756	19%
Hispanic	9263	1814	20%	2564	28%	2923	32%	1962	21%
White	3367	309	9%	600	18%	1081	32%	1377	41%
Asian	1890	116	6%	234	12%	524	28%	1016	54%
Economically Disadvantaged	11188	2521	23%	3277	29%	3376	30%	2014	18%
Special Education	2890	1027	36%	780	27%	628	22%	455	16%
Emergent Bilingual	5868	1184	20%	1599	27%	1687	29%	1398	24%

CFISD

Strategic Next Steps for Student Growth







CFISD Strategic Plan

Goal 1, Goal 4, and Goal 5
Formative Assessment Data Review
November 2026

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

CFISD

Technology's Presence and Purpose

Overview & Updates

CFISD

Technology's Presence & Purpose in Instruction

A guiding framework

Resource, Not Replacement

Digital tools support progress but never replace teacher support, grade assignments, or core instructional oversight.

Prioritizing Active Learning

Emphasizes hands-on, student-centered learning. Screen time is dedicated to active creation and collaboration.

Balanced Intervention

Adaptive software capped at 20m (elem) & 30m (sec) daily for state accelerated targets. Teacher-led support remains core.

Parent Guided

1:1 devices issued, but parents control access, opt-out rights, and after-hours internet management.

Safe & Secure

Multi-layer protection including content filtering, cybersecurity, management tools, and data privacy.

Focused & Purposeful

No passive screen time. Devices used strictly with active teacher interaction and clear learning intent.

Emphasis on Impact

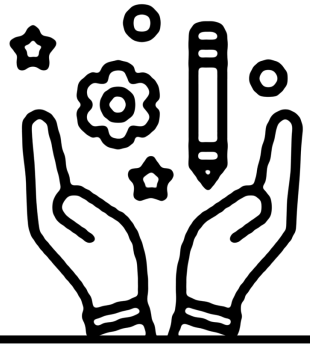
Annual audits to evaluate all instructional software against learning targets to ensure measurable student growth.

Guidelines informed by the American Academy of Pediatrics, NAEYC, AACAP, and the U.S. Department of Education.

CFISD

Prioritizing Active Learning

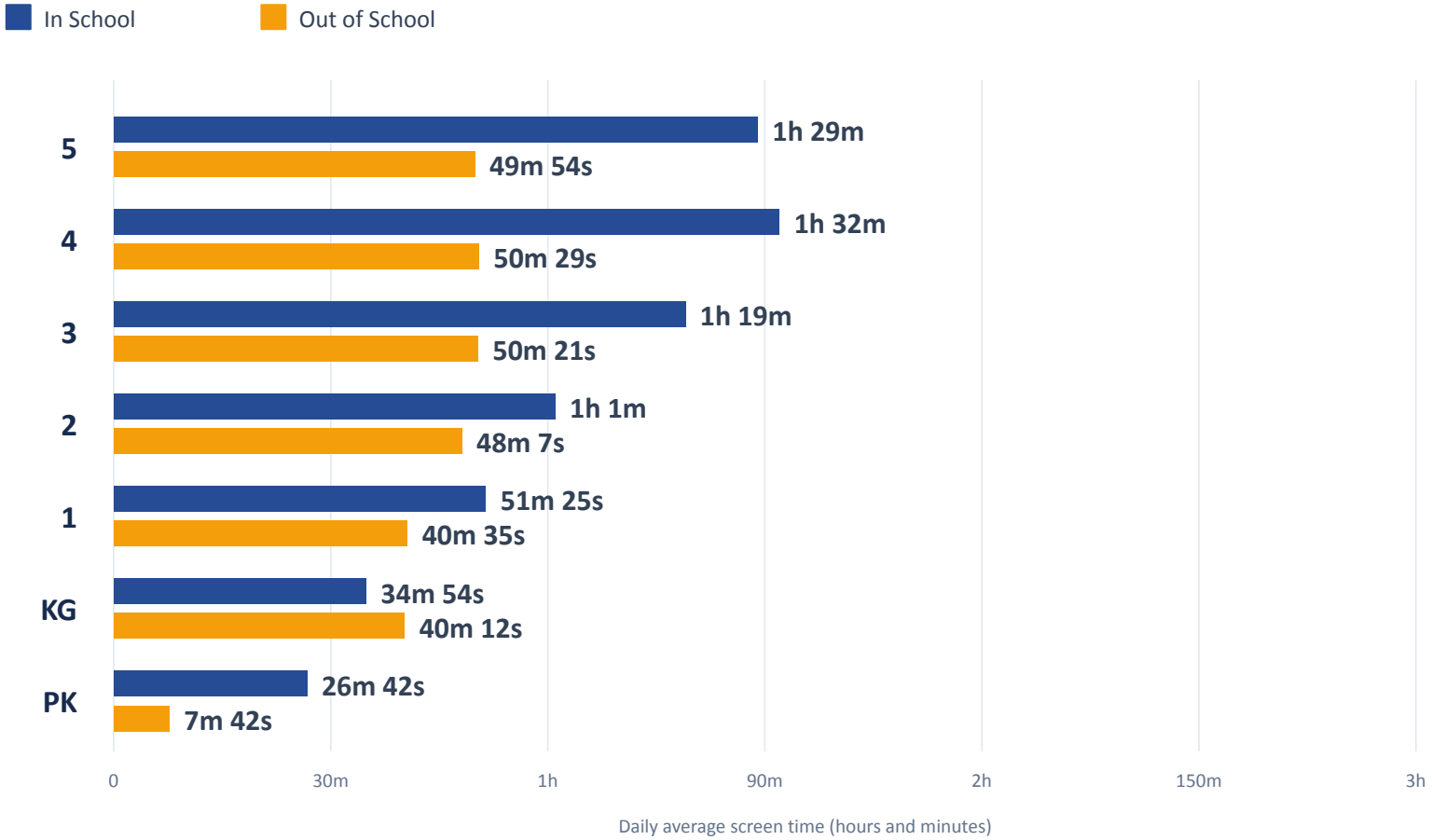
Learning is best experienced outside of the screen through hands-on, student-centered instruction. We also recognize that productive screen time, where students are actively creating and collaborating, can enhance lessons and support learning.



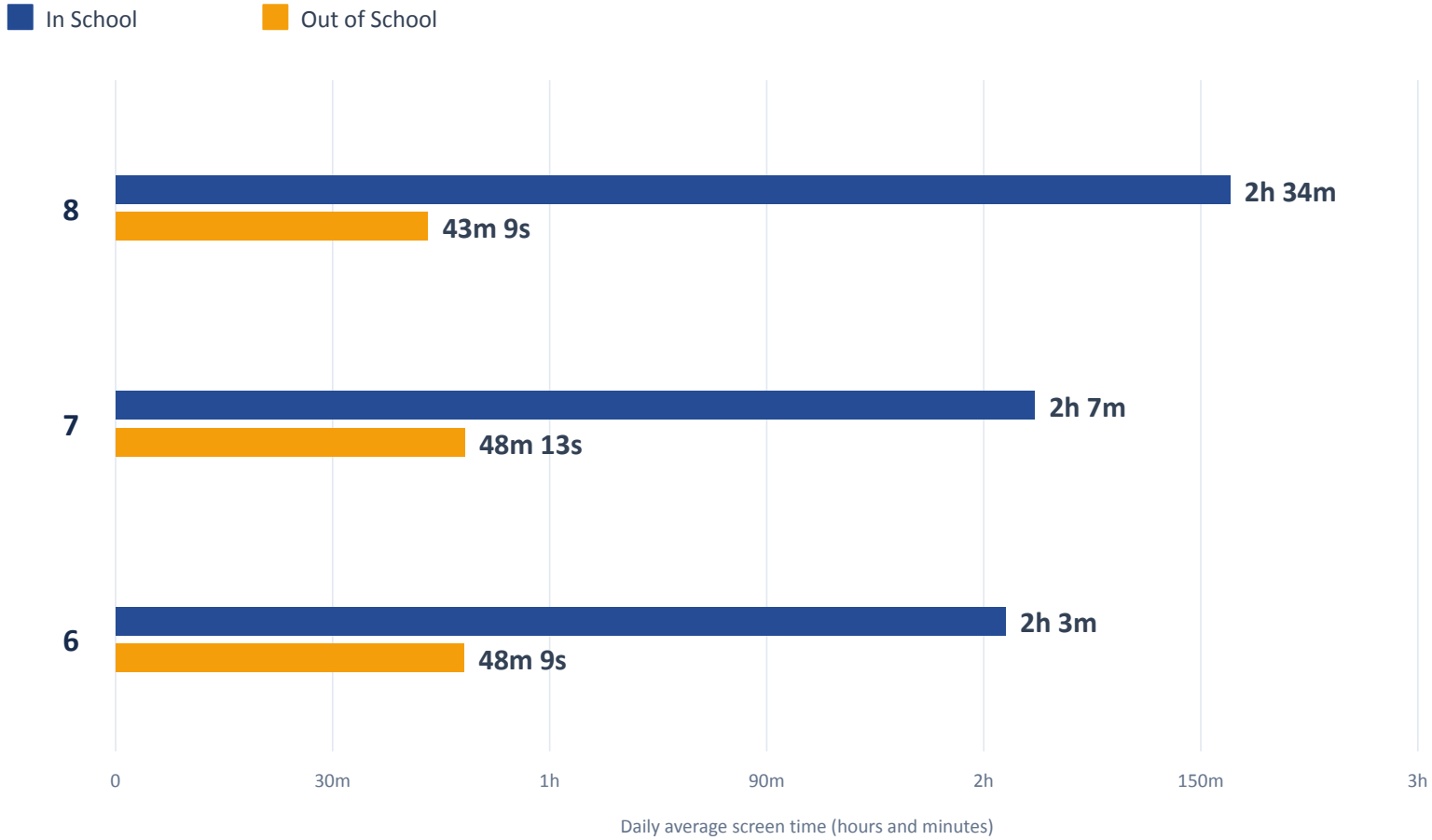
- Developing Campus Usage Reports
- Continuous Curriculum Alignment
- Campus Specific Communications
- Ongoing Review of Screen Time Data

CFISD

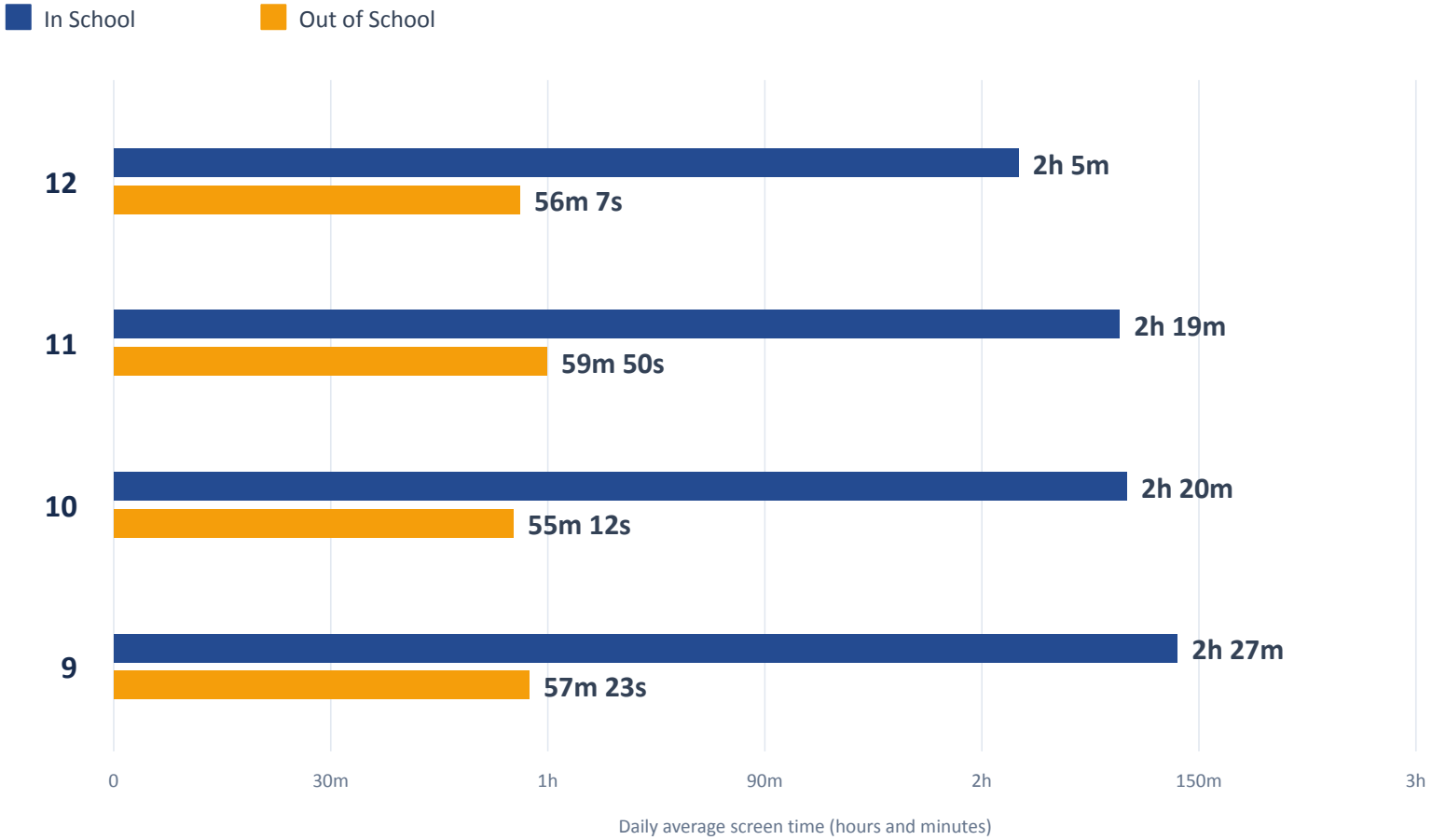
Elementary School | Daily Average Screen Time



Middle School | Daily Average Screen Time



High School | Daily Average Screen Time



Safe & Secure

CFISD's technology team employs multiple measures to ensure that devices remain safe spaces for student learning. These include content filtering, cybersecurity safeguards, teacher classroom management tools, and data privacy measures across district-approved applications and resources.



- Teacher Training
  - August SCOPE Act and Ongoing Cybersecurity
- Lightspeed Classroom
  - Industry-Leading K–12 Filtering Platform
  - Advanced Content Filtering & Student Protection
  - Real-Time Student Screen Visibility
  - Teacher-Directed Digital Learning Controls

CFISD

Parent Guided

Students are issued 1:1 devices at enrollment, which may start going home in 2nd grade, but parents remain in control of access and use. Elementary families may opt to keep devices at school, and all parents can restrict after-hours internet access or opt out of technology use entirely, with the exception of required assessments, electives requiring technology per the course description guide, and access needed to implement IEPs, Section 504 plans, or other specialized instruction.



- Lightspeed Parent Portal
  - Parent insight into online activity
- Weekly Activity Reports
- Parent-Directed Screen Time Controls
- Customizable Home Filtering

CFISD

Presence with Purpose

As technology evolves, our commitment stays the same: every device in a student's hands is there only when it enhances learning.



Learn more at technology.cfisd.net

CFISD

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
OCTOBER 2026
REGULAR BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Monday, October 19, 2026, 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 Julie Hinaman called the meeting to order at 6:00 p.m.

The following Trustees were present: Julie Hinaman, Dr. Cleveland O. Lane, Jr., Kendra Camarena, Christine Kalmbach, Todd LeCompte, and Justin Ray. Trustee, Lesley Guilmart, joined the meeting virtually.

2. Invocation and Pledge of Allegiance

Dr. Sterling Allen, Senior Pastor, Cornerstone Methodist Church delivered the invocation.

The Cypress Ridge High School AFJROTC cadets performed the presentation of colors.

3. District's Vision and Mission Statement

Trustee Christine Kalmbach read the District's Vision and Mission Statement.

The Board proceeded with the **Remarks and Announcements** portion of the agenda.

4. Recognitions and Awards Announcements

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

MEETING AGENDA

The Board proceeded with **Public Comments.**

5. Public Comments

5.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.

There were no speakers.

5.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.

Speaker:

1. Judge Mark Fury addressed the Board as a candidate for Justice of the Peace, Precinct 5, regarding truancy and collaboration efforts with CFISD.

2. Dr. Sterling Allen shared his comments and support for the upcoming VATRE election.
3. Megan Davis, on behalf of Cy Fair ISD Chapter of Schools Beyond Screens, shared her concerns regarding the 1:1 technology in CFISD schools, the use of YouTube, the use of AI, and the impact on learning.
4. Jarred Hostetler shared his comments and support for the upcoming VATRE election.

Ms. Hinaman announced that the Public Hearing and Item 7.B. of Reports were presented at the Board Work Session on Thursday. The Board proceeded with **Report Item 7.A.**

7. Reports

7.A. In accordance with Texas Education Code and State Board of Education regulations, the President of the Board shall announce the name of each Board member who has completed, exceeded or who is deficient in the continuing education required under state law.

Ms. Hinaman read the following Continuing Education Credit (CEC) hours for the CFISD Board of Trustees for the period covering October 7, 2025, through October 19, 2026—in alphabetical order.

Kendra Camarena – Exceeded with 45.75 hours
Lesley Guilmart – Exceeded with 33.25 hours
Julie Hinaman – Exceeded with 57.75 hours
Christine Kalmbach – Exceeded with 24.75 hours
Dr. Cleveland O. Lane, Jr. – Exceeded with 63.75 hours
Todd LeCompte – Exceeded with 28.00 hours
Justin Ray – Exceeded with 25.25 hours

The Board proceeded 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.)

8. Consent Items

8.A. The Board will consider approving the minutes of the September 14, 2026, Regular Board Meeting.

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

8.B.1. EIC (Local): Academic Achievement Class Ranking (Revise)

8.C. ***This item was moved to Non-Consent.***

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

Ms. Hinaman asked if any Board member wished to remove one or more of these items for further discussion. Upon hearing no further discussion or comments, Ms. Hinaman asked for a motion to approve the consensus action items as recommended.

Trustee Kendra Camarena moved to approve the consent agenda.
Trustee Dr. Cleveland O. Lane, Jr. seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

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

8. Non-Consent Items

8.C. The Board will consider authorizing the superintendent to approve the addendum to the agreement between Harris County and CFISD.

Trustee Kendra Camarena recused herself from this agenda item due to her employment with Harris County Precinct 4.

Trustee Christine Kalmbach moved that the Board authorizes the superintendent to approve the addendum to the agreement between Harris County and CFISD.
Trustee Justin Ray seconded.
Camarena – Abstain
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
6 votes in favor | 0 votes opposed | 1 abstention. Motion carries.

9.A. The Board will consider approving the District's instructional materials recommendation for K-5 Language Arts and Reading (English and Spanish).

Trustee Todd LeCompte moved that the Board of Trustees approve HMH Into Reading Texas Version 2 for K-5 English Language Arts and Reading and the companion HMH ¡Arriba la lectura! Texas Version 2 for Spanish Language Arts and Reading.
Trustee Kendra Camarena seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

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

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

Trustee Dr. Cleveland O. Lane, Jr. moved that the Board approve on first reading the additions, revisions, or deletions to district policies as posted in the agenda.
Trustee Justin Ray seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

Ms. Hinaman announced that a request had been made to discuss Item 9.C. in closed session before the Board considered the item for a vote. She then requested a motion to convene in closed session and noted that the Board would reconvene in open session afterward to take action on Item 9.C.

Trustee Justin Ray, "so moved."
Trustee Todd LeCompte seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

The Board moved into closed session at 6:33 p.m. and reconvened in open session at 6:40 p.m.

9.C. The Board will consider making a determination that good cause did not exist as required by law to Daniela Perez, Dwight Bailey, Kattie Maldonado, Jennifer Perry, Mallory Carlson, Lara Luca, Tatiyana Jefferson, Elise Selz, and Jessica Marmolejo to resign their respective employment contracts. [This item was discussed in closed session.]

Ms. Hinaman 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 employees listed here to resign their respective employment contracts and notify them in accordance with the law that the District is submitting a complaint to the State Board of Educator Certification for contract abandonment.
Trustee Todd LeCompte seconded.
Camarena – Aye
Guilmart – Aye
Hinaman – Aye
Kalmbach – Aye
Lane – Aye
LeCompte – Aye
Ray – Aye
7 votes in favor | 0 votes opposed | 0 abstentions. Motion carries.

Ms. Hinaman reported that the Discussion portion of the agenda was presented at the Thursday, October 8th, Board Work Session and proceeded with **Board Comments.**

11. 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.

Kendra Camarena opened her remarks by encouraging community members to participate in the upcoming November 3rd election. She reported on recent campus visits, praising the amazing symphony and CTE program's woodworking projects at Goodson Middle School, as well as the positive impact of Woodard Elementary School's "Wolf Pups" program. Additionally, Ms. Camarena highlighted her recent attendance at the TASB txEDCON 2026 conference in Houston.

Todd LeCompte recognized new CFISD bus driver Terrence White for his exceptional commitment to transporting students safely. He reported on his recent campus visits to Ault, Farney, and Moore Elementary Schools, as well as Salyards Middle School. In recognition of National Principals Month, Mr. LeCompte commended all district principals for their leadership. He concluded by highlighting a milestone achievement for Cypress Park High School, congratulating Coach Harrison Haynes and the water polo team for qualifying for the playoffs for the first time in school history.

Lesley Guilmart welcomed everyone back from the fall break and recognized CFISD principals in honor of National Principals Month. She highlighted her recent visit to Langham Creek High School and provided information on voting in the upcoming November 3rd election. Marking two weeks since Banned Books Week, Ms. Guilmart shared insights and a summary of *The Kite Runner* by Khaled Hosseini, a banned book she is currently reading. She concluded her comments by discussing parental rights regarding book selection, the vital role of reading in student growth and knowledge, and the importance of cultivating a lifelong love of reading in children.

Dr. Cleveland O. Lane, Jr. reported on his recent visits to Cy-Ridge High School, Labay and Truitt Middle Schools, and Bane Elementary School. He reflected on the educational process, noting that while attention often centers solely on student outcomes, equal appreciation must be given to the day-to-day work of educators—specifically how teachers guide, converse with, and support students toward achieving their goals. Dr. Lane connected this reflection to a book he is currently reading by José Bowen. Additionally, he recognized Texas A&M University's 150th anniversary and its evolution into a world-class institution, concluding his remarks by encouraging community participation in the upcoming November 3rd election.

Christine Kalmbach reported on her recent visits to Brosnahan, Wells, Hairgrove, and Holmsley ES, Sprague MS and Cy-Parks HS. She noted her attendance at the recent SHAC meeting, the Cy-Fair Bobcat homecoming parade, and visiting with education support services personnel. In honor of National Principals Month, Ms. Kalmbach expressed gratitude to all district principals, as well as to librarians for their diligent work in reviewing library materials. She concluded her remarks by sharing a verse from the Bible, "*Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of*

praise, think about these things." Ms. Kalmbach encouraged the community to vote in the upcoming November 3rd election.

Christine Kalmbach reported on her recent visits to Brosnahan, Wells, Hairgrove, and Holmsley Elementary Schools, Sprague Middle School and Cy-Parks High School. She noted her attendance at the recent SHAC meeting, the Cy-Fair Bobcat homecoming parade, and visiting with education support services personnel. In honor of National Principals Month, Ms. Kalmbach expressed gratitude to all district principals, as well as to librarians for their diligent work in reviewing library materials. She concluded her remarks by sharing a Scripture from the Bible, encouraging focus on what is true, honorable, pure, and praiseworthy, and urged community participation in the upcoming November 3rd election.

Justin Ray praised the Cy-Fair Educational Foundation (CFEF) for hosting a "fantastic" 16th Annual Salute to Our Heroes event this past Saturday. The evening raised funds for student scholarships while honoring active-duty military members and veterans. Mr. Ray extended a special thank you to Marie Holmes with CFEF for her outstanding leadership and dedication to the event. Mr. Ray also reflected on his visit to Birkes Elementary School, where he was led on a campus tour by student ambassadors. He inspired the students to view campus leadership and volunteering as a rewarding opportunity to serve their peers and make their community better. Mr. Ray encouraged students to cultivate leadership skills as a lifelong pursuit.

Julie Hinaman highlighted her participation last month in CFISD Voices, a student-led initiative created by two high school students from different campuses to elevate student perspectives while inspiring, empowering, and challenging district leadership. The group explored a wide range of topics, including: the value of arts education, building an understanding of students who may suffer from pain and diseases that can't be seen from the outside, the importance of mental health resources and the courage it takes to ask for help, investing and creating more pathways for students interested in working in the healthcare industry, the relevance of strong government practices like parliamentary procedures to ensure that all voices are heard and valued, improving maternal health through education and advocacy, seeing a need and turning it into action, including starting a nonprofit, the need for a life 101 class to help prepare students to navigate life as adults, advocating for increased support and investment in school speech and debate programs, and the importance of voting. Ms. Hinaman also reported attending the TASB txEDCON 2026 conference in Houston. She urged community voters to conduct independent research, ask questions, and recognize the vital role a strong school district plays in supporting the local economy, businesses, churches, and property values.

12. Closed Session

No closed session.

13. Adjournment

Board President Hinaman announced that the Board concluded its business meeting and thanked the community for their interest in CFISD. Upon hearing no objections, Ms. Hinaman adjourned the meeting at 7:08 p.m.

Julie Hinaman President, Board of Trustees	Lesley Guilmart Secretary, Board of Trustees

Approved: November 9, 2026

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

BOARD BUDGET REVIEW

FISCAL YEAR 2026-2027
QUARTER 1

11440 Matzke Road
Cypress, Texas 77429

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDING 9/30/26

	GENERAL	FOOD SERVICE	SPECIAL REVENUE FUNDS	DEBT SERVICE	BOND FUNDS	ENTERPRISE FUNDS
Recommended Amendments to Estimated Revenues Increase (Decrease):						
Local/State/Federal Estimated Revenue - Grant Funds	$ -	$ -	$ 18,409,948	$ -	$ -	$ -
Local/State/Federal Estimated Revenue - Bond Funds					1,677,033	
TOTAL REVENUE AMENDMENTS	$ -	$ -	$ 18,409,948	$ -	$ 1,677,033	$ -
Recommended Amendments to Appropriations Increase (Decrease):						
Budget Amendments:						
Roll forward E-Rate funding from prior year	$ 366,535	$ -	$ -	$ -	$ -	$ -
Grant/Special Revenue Funds - Appropriations			18,409,948			
Bond Funds					241,410,183	
Function Transfers - Campuses and Departments:						
Function 11, Instruction	(4,268,524)					
Function 13, Curriculum & Instructional Staff Development	98,229					
Function 21, Instructional Leadership	7,850					
Function 23, School Leadership	22,146					
Function 33, Health Services	55,218					
Function 36, Cocurricular/Extracurricular Activities	282,525					
Function 41, General Administration	85,973					
Function 51, Plant Maintenance & Operations	3,121,798					
Function 52, Security & Monitoring Services	(940,394)					
Function 53, Data Processing Services	1,269,060					
Function 61, Community Services	105,352					
Function 81, Facilities Repair and Maintenance	160,767					
TOTAL EXPENDITURE AMENDMENTS	$ 366,535	$ -	$ 18,409,948	$ -	$ 241,410,183	$ -
NET EFFECT ON FUND BALANCE	$ (366,535)	$ -	$ -	$ -	$ (239,733,150)	$ -
FUND BALANCE RECAP:						
Audited Fund Balance at June 30, 2026	$ 520,175,588	$ 44,528,287	$ 15,006,624	$ 166,607,273	$ 239,733,150	$ 4,972,939
Adopted 2026-27 Budget - revenues over (under) expenditures	(80,897,650)	(2,550,590)				1,608,730
Recommended Amendments this Budget Review	(366,535)				(239,733,150)	
Revised Projected Fund Balance at June 30, 2027	$ 438,911,403	$ 41,977,697	$ 15,006,624	$ 166,607,273	$ -	$ 6,581,669
PROJECTED FUND EQUITY COMPONENTS:						
Non-Spendable	$ 4,543,107	$ -	$ -	$ -	$ -	$ -
Restricted		41,977,697	1,234,889	166,607,273		
Committed	5,271,528		13,771,735			
Assigned	128,692,464					
Unassigned Fund Balance	300,404,304					6,581,669
Revised Projected Fund Balance at June 30, 2027	$ 438,911,403	$ 41,977,697	$ 15,006,624	$ 166,607,273	$ -	$ 6,581,669

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
EXPLANATIONS OF BUDGET AMENDMENTS
FOR THE THREE MONTHS ENDING 9/30/26

Recommended Amendments to Estimated Revenues:

Special Revenue Funds

- Local/State/Federal Estimated Revenue - Increase/(decrease) due to change in allocations (See breakdown by fund below)

Bond Funds

- Local Revenue - Adjust budget for interest income

Recommended Amendments to Appropriations:

General Fund

- Data Processing - Roll forward E-Rate funding from prior year for current year projects

- Function Transfers:
  1. Allocate funds to cover purchase orders rolled forward from prior year
  2. Allocate funds to cover disaster recovery purchase orders rolled forward from previous years
  3. Reallocate funds from Police Department to Information Services for Life Safety Systems staff

Special Revenue Funds

- Increase/(decrease) in estimated revenues and appropriations required to facilitate grant awards are as follows:

1.	Fund 206 - Education for the Homeless Children & Youth	$ 46,080
2.	Fund 211 - Title I, Part A - Improving Basic Programs	8,447,351
3.	Fund 224 - IDEA - Part B, Formula	4,352,692
4.	Fund 225 - IDEA - Part B, Preschool	131,963
5.	Fund 255 - Title II, Part A - Supporting Effective Instruction	3,809,060
6.	Fund 263 - ESSA, Title III, Part A, English Language Acquisition & Enhancement	238,462
7.	Fund 289 - Federally Funded Special Revenue	1,029,079
8.	Fund 315 - IDEA B, Discretionary Deaf SSA	73,116
9.	Fund 397 - Advanced Placement Incentives	10,863
10.	Fund 429 - State Funded Special Revenue	143,688
11.	Fund 499 - Locally Funded Special Revenue	127,594
	Total Grant/Special Revenue Funds Revenues and Appropriations	$ 18,409,948

Bond Funds

- Establish budget for construction, renovations and equipment purchases

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

BUDGET AMENDMENTS

REVENUES/OTHER RESOURCES/OTHER USES BY MAJOR OBJECT & EXPENDITURES BY FUNCTION

FOR THE THREE MONTHS ENDING 9/30/26

		GENERAL	FOOD SERVICE	SPECIAL REVENUE FUNDS	DEBT SERVICE	BOND FUNDS	ENTERPRISE FUNDS
Recommended Amendments to Estimated Revenues/ Other Resources - Increase (Decrease):							
BY MAJOR OBJECT:	Major Object No.						
Local and Intermediate Sources	5700	$ -	$ -	$ 127,594	$ -	$ 1,677,033	$ -
State Program Revenues	5800			154,551			
Federal Program Revenues	5900			18,127,803			
TOTAL REVENUE AMENDMENTS - By Major Object		$ -	$ -	$ 18,409,948	$ -	$ 1,677,033	$ -
Recommended Amendments to Appropriations/ Other Uses - Increase (Decrease):							
BY FUNCTION:	Function No.						
Instruction	11	$ (4,268,524)	$ -	$ 5,359,133	$ -	$ 36,412,299	$ -
Instructional Resources & Media Services	12			13,317			
Curriculum & Instructional Staff Development	13	98,229		9,588,564			
Instructional Leadership	21	7,850		982,855			
School Leadership	23	22,146		36,433			
Guidance, Counseling, & Evaluation Services	31			2,047,989			
Social Work Services	32			12,086			
Health Services	33	55,218					
Cocurricular/Extracurricular Activities	36	282,525		100,000			
General Administration	41	85,973				84,889	
Plant Maintenance & Operations	51	3,121,798				3,702,272	
Security & Monitoring Services	52	(940,394)		14,291			
Data Processing Services	53	1,635,595				16,579,313	
Community Services	61	105,352		255,280			
Facilities Repair and Maintenance	81	160,767				184,631,410	
TOTAL EXPENDITURE AMENDMENTS- By Function		$ 366,535	$ -	$ 18,409,948	$ -	$ 241,410,183	$ -
NET EFFECT ON FUND BALANCE		$ (366,535)	$ -	$ -	$ -	$ (239,733,150)	$ -

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

SCHEDULE 26

GENERAL FUND (199)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes	465,701,826					-	465,701,826
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	8,089,132					-	8,089,132
5740	Other Revenues from Local Sources	31,614,277					-	31,614,277
5750	Revenues from Co-Curricular Services	2,889,650					-	2,889,650
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	508,294,885	-	-	-	-	-	508,294,885
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues	576,969,573					-	576,969,573
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others	74,110,521					-	74,110,521
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	651,080,094	-	-	-	-	-	651,080,094
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA	2,000,000					-	2,000,000
5930	Federal Revenues Distributed by Others	3,500,000					-	3,500,000
5940	Federal Revenues Distributed Direct by Federal	700,000					-	700,000
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	6,200,000	-	-	-	-	-	6,200,000
5000	Total Revenues	1,165,574,979	-	-	-	-	-	1,165,574,979
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property	500,000					-	500,000
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	500,000	-	-	-	-	-	500,000
	TOTAL REVENUES AND OTHER RESOURCES	1,166,074,979	-	-	-	-	-	1,166,074,979
	EXPENDITURES:							
11	Instruction	814,154,657	(4,268,524)				(4,268,524)	809,886,133
12	Instructional Resources and Media Services	5,193,319					-	5,193,319
13	Curriculum Development and Instructional Staff	10,636,784	98,229				98,229	10,735,013
21	Instructional Leadership	12,632,552	7,850				7,850	12,640,402
23	School Leadership	69,652,258	22,146				22,146	69,674,404
31	Guidance, Counseling and Evaluation Services	42,068,750					-	42,068,750
32	Social Work Services	805,681					-	805,681
33	Health Services	14,288,302	55,218				55,218	14,343,520
34	Student (Pupil) Transportation	60,293,877					-	60,293,877
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities	27,412,934	282,525				282,525	27,695,459
41	General Administration	21,837,566	85,973				85,973	21,923,539
51	Plant Maintenance and Operations	97,938,606	3,121,798				3,121,798	101,060,404
52	Security and Monitoring Services	16,205,058	(940,394)				(940,394)	15,264,664
53	Data Processing Services	30,209,688	1,635,595				1,635,595	31,845,283
61	Community Services	11,203,422	105,352				105,352	11,308,774
71	Debt Service	2,601,543					-	2,601,543
81	Facilities Acquisition and Construction	487,500	160,767				160,767	648,267
93	Payments to Fiscal Agent	1,833,260					-	1,833,260
95	Payments to Juvenile Justice Alternative Pgms	64,152					-	64,152
99	Intergovernmental	7,452,720					-	7,452,720
00	Other Uses						-	-
6000	Total Expenditures	1,246,972,629	366,535	-	-	-	366,535	1,247,339,164
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses							
	TOTAL EXPENDITURES AND OTHER USES	1,246,972,629	366,535	-	-	-	366,535	1,247,339,164
	NET EFFECT ON FUND BALANCE	(80,897,650)	(366,535)	-	-	-	(366,535)	(81,264,185)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

INSTRUCTIONAL MATERIALS ALLOTMENT

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources						-	-
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	-	-	-	-	-	-
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	-	-	-	-	-	-	-
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	-	-	-	-	-	-
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	-	-	-	-	-	-
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	-	-	-	-	-	-
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

FOOD SERVICE FUND (240)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources	1,298,700					-	1,298,700
5750	Revenues from Co-Curricular Services	12,084,314					-	12,084,314
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	13,383,014	-	-	-	-	-	13,383,014
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	321,096					-	321,096
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	321,096	-	-	-	-	-	321,096
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA	59,890,031					-	59,890,031
5930	Federal Revenues Distributed by Others	802,392					-	802,392
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	60,692,423	-	-	-	-	-	60,692,423
5000	Total Revenues	74,396,533	-	-	-	-	-	74,396,533
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	74,396,533	-	-	-	-	-	74,396,533
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services	75,615,198					-	75,615,198
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations	1,331,925					-	1,331,925
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	76,947,123	-	-	-	-	-	76,947,123
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	76,947,123	-	-	-	-	-	76,947,123
	NET EFFECT ON FUND BALANCE	(2,550,590)	-	-	-	-	-	(2,550,590)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

SPECIAL REVENUE FUND

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		100,559				100,559	100,559
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources		27,035				27,035	27,035
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	127,594	-	-	-	127,594	127,594
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA		154,551				154,551	154,551
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	154,551	-	-	-	154,551	154,551
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA		18,127,803				18,127,803	18,127,803
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	18,127,803	-	-	-	18,127,803	18,127,803
5000	Total Revenues	-	18,409,948	-	-	-	18,409,948	18,409,948
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	18,409,948	-	-	-	18,409,948	18,409,948
	EXPENDITURES:							
11	Instruction		5,359,133				5,359,133	5,359,133
12	Instructional Resources and Media Services		13,317				13,317	13,317
13	Curriculum Development and Instructional Staff		9,588,564				9,588,564	9,588,564
21	Instructional Leadership		982,855				982,855	982,855
23	School Leadership		36,433				36,433	36,433
31	Guidance, Counseling and Evaluation Services		2,047,989				2,047,989	2,047,989
32	Social Work Services		12,086				12,086	12,086
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities		100,000				100,000	100,000
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services		14,291				14,291	14,291
53	Data Processing Services						-	-
61	Community Services		255,280				255,280	255,280
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	18,409,948	-	-	-	18,409,948	18,409,948
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	18,409,948	-	-	-	18,409,948	18,409,948
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

DEBT SERVICE FUND (599)

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes	260,474,083					-	260,474,083
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources	4,910,571					-	4,910,571
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	265,384,654	-	-	-	-	-	265,384,654
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA	60,961,845					-	60,961,845
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	60,961,845	-	-	-	-	-	60,961,845
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements				.		-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	326,346,499	-	-	-	-	-	326,346,499
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	326,346,499	-	-	-	-	-	326,346,499
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services						-	-
71	Debt Service	326,346,499					-	326,346,499
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	326,346,499	-	-	-	-	-	326,346,499
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	326,346,499	-	-	-	-	-	326,346,499
	NET EFFECT ON FUND BALANCE	-	-	-	-	-	-	-

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

CAPITAL PROJECTS FUND

Data Control Codes		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees						-	-
5740	Other Revenues from Local Sources		1,677,033				1,677,033	1,677,033
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	-	1,677,033	-	-	-	1,677,033	1,677,033
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	-	1,677,033	-	-	-	1,677,033	1,677,033
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	-	1,677,033	-	-	-	1,677,033	1,677,033
	EXPENDITURES:							
11	Instruction		36,412,299				36,412,299	36,412,299
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration		84,889				84,889	84,889
51	Plant Maintenance and Operations		3,702,272				3,702,272	3,702,272
52	Security and Monitoring Services						-	-
53	Data Processing Services		16,579,313				16,579,313	16,579,313
61	Community Services						-	-
71	Debt Service						-	-
81	Facilities Acquisition and Construction		184,631,410				184,631,410	184,631,410
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	-	241,410,183	-	-	-	241,410,183	241,410,183
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	-	241,410,183	-	-	-	241,410,183	241,410,183
	NET EFFECT ON FUND BALANCE	-	(239,733,150)	-	-	-	(239,733,150)	(239,733,150)

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BUDGET AS AMENDED
FISCAL YEAR ENDED JUNE 30, 2027

Data Control Codes		ENTERPRISE FUND						
		Original Adopted Budget	Amendments/Transfers QTR 1	QTR 2	QTR 3	QTR 4	TOTAL	Final Budget
	LOCAL AND INTERMEDIATE REVENUES:							
5710	Real and Personal Property Taxes						-	-
5720	Services Rendered To Other School Districts						-	-
5730	Tuition and Fees	8,867,000					-	8,867,000
5740	Other Revenues from Local Sources						-	-
5750	Revenues from Co-Curricular Services						-	-
5760	Other Local Sources						-	-
5770	Revenues from Intermediate Sources						-	-
5700	Total Local and Intermediate Revenues	8,867,000	-	-	-	-	-	8,867,000
	STATE PROGRAM REVENUES:							
5810	Per Capita/Foundation Revenues						-	-
5820	State Program Revenues from TEA						-	-
5830	State Program Revenues from Others						-	-
5840	Shared Services Arrangements						-	-
5800	Total State Program Revenues	-	-	-	-	-	-	-
	FEDERAL PROGRAM REVENUES:							
5920	Federal Revenues Distributed by TEA						-	-
5930	Federal Revenues Distributed by Others						-	-
5940	Federal Revenues Distributed Direct by Federal						-	-
5950	Shared Services Arrangements						-	-
5900	Total Federal Program Revenues	-	-	-	-	-	-	-
5000	Total Revenues	8,867,000	-	-	-	-	-	8,867,000
	OTHER RESOURCES:							
7911	Sale of Bonds						-	-
7912	Sale of Real and Personal Property						-	-
7913	Proceeds from Capital Leases						-	-
7915	Operating Transfers In						-	-
7916	Premium Issuance of Bonds						-	-
7949	Other Resources						-	-
7999	Transfers in						-	-
7000	Total Other Resources	-	-	-	-	-	-	-
	TOTAL REVENUES AND OTHER RESOURCES	8,867,000	-	-	-	-	-	8,867,000
	EXPENDITURES:							
11	Instruction						-	-
12	Instructional Resources and Media Services						-	-
13	Curriculum Development and Instructional Staff						-	-
21	Instructional Leadership						-	-
23	School Leadership						-	-
31	Guidance, Counseling and Evaluation Services						-	-
32	Social Work Services						-	-
33	Health Services						-	-
34	Student (Pupil) Transportation						-	-
35	Food Services						-	-
36	Cocurricular/Extracurricular Activities						-	-
41	General Administration						-	-
51	Plant Maintenance and Operations						-	-
52	Security and Monitoring Services						-	-
53	Data Processing Services						-	-
61	Community Services	7,258,270					-	7,258,270
71	Debt Service						-	-
81	Facilities Acquisition and Construction						-	-
93	Payments to Fiscal Agent						-	-
95	Payments to Juvenile Justice Alternative Pgms						-	-
99	Intergovernmental						-	-
00	Other Uses						-	-
6000	Total Expenditures	7,258,270	-	-	-	-	-	7,258,270
	OTHER USES:							
8911	Transfers Out						-	-
8949	Other Uses						-	-
8000	Total Other Uses	-	-	-	-	-	-	-
	TOTAL EXPENDITURES AND OTHER USES	7,258,270	-	-	-	-	-	7,258,270
	NET EFFECT ON FUND BALANCE	1,608,730	-	-	-	-	-	1,608,730

2027-28
Proposed Instructional Calendar



Texas Education Code

- Minimum of 75,600 minutes for students
- 187-day teacher contract
- Inclement weather days
- ~~4th Monday in August~~
- District of Innovation (DOI)
- May 15 (earliest last day of instruction)

Students = Minutes

Teachers = Days

Process to Develop the Instructional Calendar

Committee: DEIC

- Membership:
  - Teachers (2/3)
  - Parents
  - Businesses
  - Community members
  - Non-teaching professionals

Meeting Dates

- Meeting 1 (9/16/26)
- Meeting 2 (10/1/26)
- Meeting 3 (10/26/26)
- Community feedback survey
- Recommendation to the Board

Committee's Charge

- Recommend a calendar to the School Board based on what is instructionally best for students (173 instructional days).

- Consider a calendar that would also serve as a retention and recruitment tool.



Instructional Calendar Considerations

- Instructionally best for students
- PR/Retention - Teachers
- Minimum of 173 instructional days
- Balance semesters as much as possible
- Timing of professional development days
- State testing calendar
- Student attendance data
- Summer programs (district and college)

Historical Community Expectations

- Spring break
- One week for Thanksgiving break
- Two weeks for winter holiday break
- Election Day
- Holidays:
  - Labor Day, Thanksgiving, Christmas Eve/Day, New Year's Day, Dr. Martin Luther King Jr. Day, Good Friday, Memorial Day

Developing the Proposed Calendars

- Worked in 12 feeder pattern groups
- Created 12 calendars
- Each group presented their calendar
- The group voted on calendars
- Two final calendars to share with the community for input



CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT 2027-2028 PROPOSED CALENDAR VERSION 1

'27

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

'28

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

IMPORTANT DATES

Aug. 2-10
Professional Days

Aug. 11
First Day of School

Sept. 6
Student/Staff Holiday

Oct. 11-15
Student/Staff Holiday

Nov. 1
Professional Day/
Student Holiday/
Inclement Weather Day

Nov. 2
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

Nov. 22-26
Student/Staff Holiday

Dec. 20-31
Student/Staff Holiday

Jan. 3
Professional Day/
Student Holiday

Jan. 4
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

Jan. 17
Student/Staff Holiday

Feb. 18
Professional Day/
Student Holiday

Feb. 21
Teacher Work Day/
School Closure Make-up Day/
Student Holiday/Inclement Weather Day

Mar. 13-17
Student/Staff Holiday

Apr. 14
Student/Staff Holiday

May 25
Last Day of School

May 26
Teacher Work Day

GRADING PERIODS

Aug. 11-Oct. 8
Oct. 18-Dec. 17
Jan. 5–March 10
March 20-May 25

LEGEND

- Student/Staff Holiday
- Professional Day/Student Holiday
- First and Last Days of School
- Inclement Weather Day
- Teacher Work Day/School Closure Make-up Day/ Student Holiday

ACCESS

Scan for web version

CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT 2027-2028 PROPOSED CALENDAR VERSION 2

'27

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

'28

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

IMPORTANT DATES

Aug. 2-10
Professional Days

Aug. 11
First Day of School

Sept. 6
Student/Staff Holiday

Oct. 8
Teacher Work Day/
School Closure Make-up Day/Student Holiday

Oct. 11-12
Student/Staff Holiday

Nov. 1
Student/Staff Holiday/
Inclement Weather Day

Nov. 2
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

Nov. 22-26
Student/Staff Holiday

Dec. 20-31
Student/Staff Holiday

Jan. 3
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

Jan. 17
Student/Staff Holiday

Feb. 18
Professional Day

Feb. 21
Student/Staff Holiday/
Inclement Weather Day

March 10
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

March 13-17
Student/Staff Holiday

April 14
Student/Staff Holiday

April 17
Student/Staff Holiday

April 18
Professional Day/
Student Holiday

May 25
Last Day of School

May 26
Professional Day

GRADING PERIODS

Aug. 11-Oct. 7
Oct. 13-Dec. 17
Jan. 4 – March 9
March 20-May 25

LEGEND

- Student/Staff Holiday
- Professional Day/Student Holiday
- First and Last Days of School
- Inclement Weather Day
- Teacher Work Day/School Closure Make-up Day/ Student Holiday

Calendar Feedback Survey

Date Range: Oct. 28 – Nov. 4, 2026

Outreach efforts:

Direct Messaging: SchoolMessenger email and text notifications with direct links were distributed to CFISD parents, staff, the Board of Trustees, the Cy-Fair Educational Foundation, CFISD retirees, the Chamber of Commerce, community members, faith-based leaders, substitutes, Super Seniors, and VIPS.

Website Visibility: A dedicated carousel slide was placed on the main district homepage, complemented by pop-ups and prominent icons linking to the survey across all campus websites.

Social Media: Announcements were published across official CFISD Facebook and X accounts.

What best describes you?

All Responses	Count	Percent
District Employee (with students enrolled in CFISD)	4,966	16%
District Employee (without students enrolled in CFISD)	6,177	20%
Parent (not a CFISD employee)	16,102	51%
Community Member (without students enrolled in CFISD)	839	3%
CFISD Student	3,393	11%
Total Responses	31,477	
Unique IP Address	Count	Percent
District Employee (with students enrolled in CFISD)	2,128	11%
District Employee (without students enrolled in CFISD)	2,100	11%
Parent (not a CFISD employee)	14,187	72%
Community Member (without students enrolled in CFISD)	624	3%
CFISD Student	706	4%
Total Responses	19,745	

If you are a district employee, which best describes your current assignment?

All Responses	District Employee (with students enrolled in CFISD)	District Employee (without students enrolled in CFISD)
Elementary School	2,362	2,618
Middle School	1,013	1,155
High School	1,145	1,679
Special Program School	143	180
District Office	303	545

Unique IP Address	District Employee (with students enrolled in CFISD)	District Employee (without students enrolled in CFISD)
Elementary School	1,157	1,094
Middle School	381	305
High School	375	420
Special Program School	76	88
District Office	139	193

If you have children in the district, which best describes their educational level? (Check all that apply.)

All Responses	District Employee (with students enrolled in CFISD)	Parent (not a CFISD employee)
Elementary School	2,674	9,506
Middle School	1,691	6,249
High School	2,180	6,632
Unique IP Address	District Employee (with students enrolled in CFISD)	Parent (not a CFISD employee)
Elementary School	1,227	8,470
Middle School	721	5,410
High School	918	5,885

Which calendar do you prefer?

All Responses	Calendar Version #1		Calendar Version #2		Neither		Total
	Count	Percentage	Count	Percentage	Count	Percentage	
District Employee (with students enrolled in CFISD)	3,109	63%	1,815	37%	42	1%	4,966
District Employee (without students enrolled in CFISD)	3,786	61%	2,321	38%	70	1%	6,177
Parent (not a CFISD employee)	8,926	55%	6,897	43%	279	2%	16,102
Community Member (without students enrolled in CFISD)	423	50%	407	49%	9	1%	839
CFISD Student	2,225	66%	1,148	34%	20	1%	3,393

Unique IP Address	Calendar Version #1		Calendar Version #2		Neither		Total
	Count	Percentage	Count	Percentage	Count	Percentage	
District Employee (with students enrolled in CFISD)	1,357	64%	752	35%	19	1%	2,128
District Employee (without students enrolled in CFISD)	1,320	63%	754	36%	26	1%	2,100
Parent (not a CFISD employee)	7,741	55%	6,202	44%	244	2%	14,187
Community Member (without students enrolled in CFISD)	268	43%	347	56%	9	1%	624
CFISD Student	439	62%	258	37%	9	1%	706

Why do you prefer this calendar? (Select all that apply.)

All Responses	Calendar Version #1		Calendar Version #2	
	Count	Percentage	Count	Percentage
I like the first day of school.	2,922	16%	1,615	13%
I like the last day of school.	4,061	22%	2,507	20%
I like the professional development/student holidays.	7,196	39%	5,520	44%
I like the student/staff holidays.	16,083	87%	10,155	81%
I like the teacher workdays/student holidays.	7,352	40%	6,075	48%
Total Responses	37,614		25,872	

Unique IP Address	Calendar Version #1		Calendar Version #2	
	Count	Percentage	Count	Percentage
I like the first day of school.	1,799	16%	1,104	13%
I like the last day of school.	2,341	21%	1,552	19%
I like the professional development/student holidays.	4,157	37%	3,537	43%
I like the student/staff holidays.	9,636	87%	6,785	82%
I like the teacher workdays/student holidays.	4,052	36%	3,621	44%
Total Responses	21,985		16,599	

2027-28
Proposed Instructional Calendar



Memo

To: CFISD Board of Trustees

From: Tonya Goree, Ed.D.

cc: Douglas Killian, Ph.D.

Date: October 30, 2026

Re: 2027–2028 Instructional Calendar Development and Community Feedback

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The District Educational Improvement Council (DEIC) has developed two proposed instructional calendar options for the 2027–2028 school year, which are now available online for public review. The proposed options are attached below for your convenience.

Development Process

During calendar planning sessions, DEIC representatives collaborated within high school cluster groups to design initial calendar frameworks tailored to best support student academic needs. Following this collaborative work, the full committee evaluated each proposal and voted on the options. The two calendars receiving the highest level of committee support were selected to move forward for community review.

Public Feedback & Community Outreach

Both calendar options have been published in English and Spanish on the district website at cfisd.net/calendar/calendar-feedback, accompanied by a feedback survey for staff, students, parents, and community members.

The survey opened on October 28, 2026, and will close at noon on November 4, 2026. Outreach efforts to encourage broad participation include:

- Direct Messaging: SchoolMessenger email and text notifications with direct links were distributed to CFISD parents, staff, the Board of Trustees, the Cy-Fair Educational Foundation, CFISD retirees, the Chamber of Commerce, community members, faith-based leaders, substitutes, Super Seniors, and VIPS.

- Website Visibility: A dedicated carousel slide was placed on the main district homepage, complemented by pop-ups and prominent icons linking to the survey across all campus websites.

- Social Media: Announcements were published across official CFISD Facebook and X accounts.

Next Steps

Stakeholder input is actively being collected and monitored. A comprehensive summary of this feedback, along with the calendar option that received the most DEIC support, will be presented to the Board during the Committee of the Whole meeting on November 5, 2026, to support your discussion and consideration.

CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT

2027-2028

PROPOSED CALENDAR VERSION 1

'27 JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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'28 JANUARY

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FEBRUARY

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MARCH

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APRIL

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JUNE

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25	26	27	28	29	30	

IMPORTANT DATES

Aug. 2-10
Professional Days

Aug. 11
First Day of School

Sept. 6
Student/Staff Holiday

Oct. 11-15
Student/Staff Holiday

Nov. 1
Professional Day/
Student Holiday/
Inclement Weather Day

Nov. 2
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

Nov. 22-26
Student/Staff Holiday

Dec. 20-31
Student/Staff Holiday

Jan. 3
Professional Day/
Student Holiday

Jan. 4
Teacher Work Day/
School Closure Make-up Day/
Student Holiday

Jan. 17
Student/Staff Holiday

Feb. 18
Professional Day/
Student Holiday

Feb. 21
Teacher Work Day/
School Closure Make-up Day/
Student Holiday/Inclement Weather Day

Mar. 13-17
Student/Staff Holiday

Apr. 14
Student/Staff Holiday

May 25
Last Day of School

May 26
Teacher Work Day

GRADING PERIODS

Aug. 11-Oct. 8
Oct. 18-Dec. 17
Jan. 5–March 10
March 20-May 25

LEGEND

- Student/Staff Holiday
- Professional Day/Student Holiday
- First and Last Days of School
- Inclement Weather Day
- Teacher Work Day/School Closure Make-up Day/ Student Holiday

ACCESS

Scan for web version

CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT

2027-2028

PROPOSED CALENDAR VERSION 2

'27

JULY

S	M	T	W	T	F	S
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AUGUST

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SEPTEMBER

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OCTOBER

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31						

NOVEMBER

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DECEMBER

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'28

JANUARY

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23	24	25	26	27	28	29
30	31					

FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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Professional Day

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LEGEND

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- Inclement Weather Day
- Teacher Work Day/School Closure Make-up Day/ Student Holiday

Memo

To: CFISD Board of Trustees

From: Tonya Goree, Ed.D.

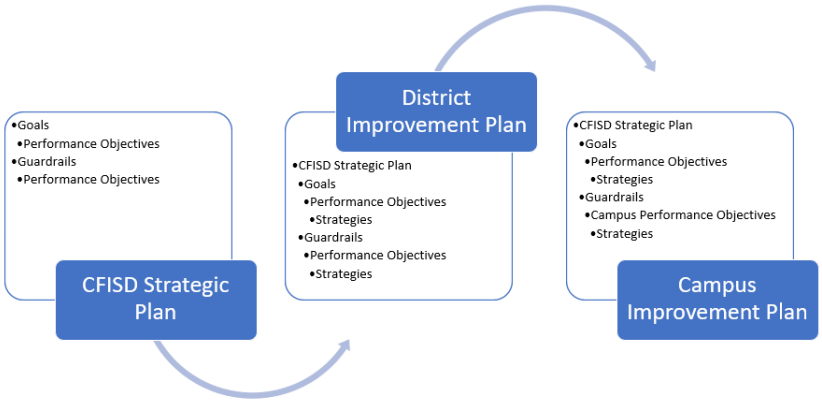
cc: Douglas Killian, Ph.D.

Date: October 30, 2026

Re: District and Campus Improvement Plans

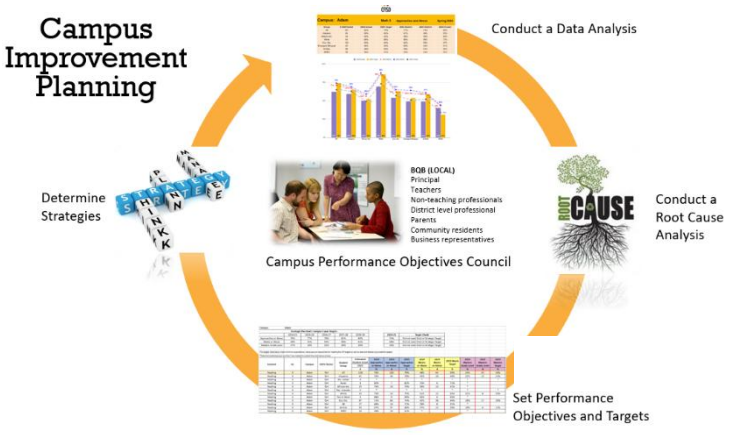
Texas Education Code §11.251 states that (a) the Board of Trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans: (1) are mutually supportive to accomplish the identified objectives; and (2) at a minimum, support the state goals and objectives under TEC Chapter 4.

The information below describes the process used to develop the district and campus improvement plans.



In September 2026, the board approved the updated version of the CFISD Strategic Plan consisting of seven goals with specific, quantifiable student outcomes. These goals communicate what our students will accomplish, what we want our students to know, and what they will be able to do. The CFISD Strategic Plan is also composed of five guardrails, which are operational actions used to support and promote the success of the district's goals. The guardrails communicate how we ensure a positive learning environment so students can accomplish their goals. The goals and guardrails are also contained in the district and campus

improvement plans, along with district/campus-specific strategies to ensure the district meets the CFISD Strategic Plan goals.

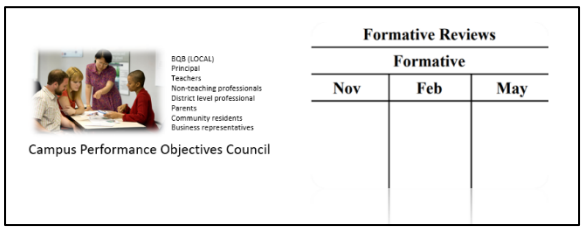


Campus improvement planning is designed as a cycle, with the Campus Performance Objective Council (CPOC) at the center of the process. BQB (LOCAL) requires that the CPOC include the following members:

- 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 members conduct a data analysis to review 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, the team reviews additional data (e.g., STAAR/EOC/accountability data received over the summer), sets yearly targets, and determines strategies to meet campus goals. During the school year, the CPOC members meet at least four times to address various issues related to student achievement.

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



We consider our campus improvement plans living documents. As CPOC members meet throughout the school year, they evaluate the strategies in November, February, and May. Additionally, they evaluate new data sets as they become available throughout the year. The

CIP is adjusted based on their data analysis. Then, the overall plan is evaluated at the end of each school year.

2026-2027 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 Lesson 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 STEMscopes Student Workbook and STEMscopes Independent Skills Practice book in Kindergarten-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.

2026-27 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, and extensions.
- 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 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 intentions and success criteria.
- 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 and extensions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills.
- 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.
- 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 will work towards building sentences (Level 1), strings of sentences (Level 2), and paragraph-length narration (Level 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 will support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- 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.

Cypress-Fairbanks Independent School District

District Improvement Plan

2026-2027

Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically under-performing student groups.

Evaluation Data Sources: District Progress Monitoring data

Strategy 1 Details
Strategy 1: 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 2 Details
Strategy 2: 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 3 Details
Strategy 3: 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 4 Details
Strategy 4: Elementary RLA: Provide professional learning opportunities for teachers and instructional specialists on ECR development. **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 5 Details

Strategy 5: Elementary RLA: Focus on making connections across texts through a new lesson structure that is re-visited strategically throughout the year.

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

Staff Responsible for Monitoring: Elementary 2-5 ELAR Coordinator

Strategy 6 Details

Strategy 6: Elementary Math: Facilitate on-going professional learning opportunities (teacher-facing videos, in-person professional development opportunities) to build capacity with STEMscopes math curriculum.

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

Staff Responsible for Monitoring: Primary Coordinator and Elementary Math Coordinator

Strategy 7 Details

Strategy 7: Elementary Math: Provide daily independent practice of mathematical concepts through paper/pencil opportunities using the student notebook and independent skills practice book.

Strategy's Expected Result/Impact: Elementary Math: Provide daily independent practice of mathematical concepts through paper/pencil opportunities using the student notebook and independent skills practice book.

Staff Responsible for Monitoring: Elementary Math: Provide daily independent practice of mathematical concepts through paper/pencil opportunities using the student notebook and independent skills practice book.

Strategy 8 Details

Strategy 8: Elementary Math: Include purposeful/timely retrieval opportunities to spiral previously taught TEKS

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

Staff Responsible for Monitoring: Primary Coordinator and Elementary Math Coordinator

Strategy 9 Details

Strategy 9: 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 10 Details

Strategy 10: Elementary Science: Increase the presence of 3-D learning in the science curriculum, modeled practice questions, and training opportunities.

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

Staff Responsible for Monitoring: Elementary Science Coordinator

Strategy 11 Details

Strategy 11: Math 6-12: We will coach teachers to strengthen high-quality first-time instruction by modeling instructional practices that build, revisit, and respond to student learning.

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

Staff Responsible for Monitoring: Coordinator for Secondary Math

Strategy 12 Details

Strategy 12: Science 6-12: We will coach teachers through their planning process and resources to help make students' learning visible through sense-making tasks.

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

Staff Responsible for Monitoring: Coordinator for Secondary Science

Strategy 13 Details

Strategy 13: Social Studies 6-12: We will support teachers with the planning systems needed to help students construct meaning through historical artifacts.

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

Staff Responsible for Monitoring: Coordinator for Secondary Social Studies

Strategy 14 Details

Strategy 14: Language Arts and Reading 6-8: We will equip teachers with the tools to effectively plan high-quality first-time instruction ensuring students experience rigor of the TEKS.

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

Staff Responsible for Monitoring: Coordinator for Middle School Language Arts and Reading

Strategy 15 Details

Strategy 15: English 9-12: We will support teachers with the implementation of high-quality first-time instruction at the rigor of the TEKS.

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

Staff Responsible for Monitoring: Coordinator for High School Language Arts

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

Strategy 21 Details

Strategy 21: Title II: Provide professional development opportunities to increase student achievement by improving the quality and effectiveness of teachers, principals and other school leaders. Title II funds will be used in coordination with other ESEA programs.

Strategy's Expected Result/Impact: Meet or exceed district Goal 1 and District Performance Objective 1.1

Staff Responsible for Monitoring: Director of Federal Programs

Strategy 22 Details

Strategy 22: Title IV: Enhance students' academic achievement by providing all students with access to a well-rounded education, fostering positive conditions for learning, and leveraging technology to strengthen academic performance and digital literacy for all students. Title IV funds will be used in coordination with other ESEA programs.

Strategy's Expected Result/Impact: Meet or exceed district Goal 1 and District Performance Objective 1.1

Staff Responsible for Monitoring: Director of Federal Programs

Strategy 23 Details

Strategy 23: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantages, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.

Local At-Risk Criteria - School Board Approved: The district may use SCE funding to serve students who are identified as at risk using local eligibility criteria.

Local Policy: The district's School Board has adopted local eligibility criteria for at-risk student identification (Board Policy EHBC (LOCAL)). In accordance with Education Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the list of students eligible to be considered for the SCE services. In addition to the state at-risk criteria, content specialists may provide supplemental support services to elementary/secondary students who meet one or more of the local at-risk criteria noted below:
Failed a content (English/language arts, math, science, or social studies) readiness test; STAAR-content exam score equals below 110% of the passing standard; or
Reading below grade level.

Local Procedures: Non-Title I students - The Campus Principal shall ensure that students identified with local eligibility criteria are locally documented and provided to the director of elementary/secondary curriculum and instruction. The director shall ensure the percent of students meeting the local criteria does not exceed 10% of the total number of state identified at risk students at any point in the school year.

Strategy's Expected Result/Impact: Increased high school completion rates

Staff Responsible for Monitoring: District and Campus Leaders

Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

Performance Objective 1.2: Establish an AI-assisted instruction pilot program, training an initial cohort of educators on approved, grade-level appropriate, privacy-vetted AI tools to personalize learning and support student differentiation.

Evaluation Data Sources: Pilot Data

Strategy 1 Details
Strategy 1: Teachers in Virtual Pathways and teachers of 8th grade social studies will receive access, training and support with the implementation of an AI platform that can be used to enhance lesson design and guide student learning (with the oversight and supervision of the teacher). **Strategy's Expected Result/Impact:** Enhanced lesson design and understanding of how to guide student learning with oversight and supervision of the teacher. **Staff Responsible for Monitoring:** Curriculum and Instruction

Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: CTE Data

Strategy 1 Details
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. **Strategy's Expected Result/Impact:** Increase CCMR by 2% **Staff Responsible for Monitoring:** Director of Career and Technical Education
Strategy 2 Details
Strategy 2: Promote the importance, value, and advantages of CFISD's 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. **Strategy's Expected Result/Impact:** Increase enrollment and retention in CFISD's CTE courses to support the district's goal of improving CCMR outcomes by 2% and to enhance the career readiness of CFISD's CTE students. **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. **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. **Staff Responsible for Monitoring:** Director of Career and Technical Education

Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Advanced placement and dual-credit data

Strategy 1 Details
Strategy 1: Provide opportunities for students to complete a post-secondary degree while in high school through enrollment in the College Academy. **Strategy's Expected Result/Impact:** All campuses will show an increase in enrollment in the College Academy cohort by 2%. **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. **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%. **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. **Strategy's Expected Result/Impact:** All campuses will show an increase in the passing rate for Dual Credit courses by 2%. **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. **Strategy's Expected Result/Impact:** All campuses will show an increase in the number of college hours earned on AP exams by 2%. **Staff Responsible for Monitoring:** Director of Advanced Academics

Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2%each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Extracurricular data

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

Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: Texas Success Initiative Data

Strategy 1 Details
Strategy 1: Provide curriculum that prepares students for college entrance exams. **Strategy's Expected Result/Impact:** Students will be prepared for college entrance exams. **Staff Responsible for Monitoring:** Directors of Advanced Academics and High School Curriculum and Instruction

Strategy 2 Details
Strategy 2: Provide intensive preparation opportunities for college entrance exams. **Strategy's Expected Result/Impact:** Students will be prepared for college entrance exams. **Staff Responsible for Monitoring:** Directors of Advanced Academics and High School Curriculum and Instruction

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

Performance Objective 3.1: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** Increase the graduation rate by 1% each year. **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

Strategy 4 Details

Strategy 4: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.

Complete "intake" process within 48 hours of notification of pregnancy.
Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable.
Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment.
Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues.
Complete instruction in courses during home bound period and report attendance and grades to campus staff.
Ensure PEIMS coding accurately reflects the period of PRS.

Strategy's Expected Result/Impact: Increased graduation rate of students who are parents

Staff Responsible for Monitoring: Director of Career & Technical Education CTE

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 4.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass data

Strategy 1 Details
Strategy 1: Elementary RLA: Provide professional development to strengthen the alignment of mCLASS and MAP data for data-driven decision-making. **Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data **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. **Strategy's Expected Result/Impact:** Increase teacher capacity for data interpretation and student-centered response to data **Staff Responsible for Monitoring:** Elementary Coordinator team

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

Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** An increase in student growth at each passing level of state and district assessments. **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. **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:** 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. **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:** 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. **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:** Primary and Elementary Math Coordinator
Strategy 5 Details
Strategy 5: Elementary Math: Implement a vertically aligned and systematic fluency focus time within daily lessons. **Strategy's Expected Result/Impact:** Increased grade-level readiness in the 26-27 school year. **Staff Responsible for Monitoring:** Primary and Elementary Math Coordinator

Strategy 6 Details
Strategy 6: Elementary Math: Provide daily independent practice of mathematical concepts through paper/pencil opportunities using the student notebook and the independent skills practice book. **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:** Primary and Elementary Math Coordinator

Guardrail 1: Safe and Supportive Schools

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

Performance Objective 1.1: 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 Stop-It (Tipline) submissions are reviewed, prioritized, addressed, and closed as needed. **Strategy's Expected Result/Impact:** 100% of all Stop-It tips are closed within 10 school days. **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. **Strategy's Expected Result/Impact:** 100% of campuses complete the required weekly door sweep audits. **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. **Strategy's Expected Result/Impact:** Assess one-third of campuses through scheduled safety and security audits. **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). **Strategy's Expected Result/Impact:** Completion of 100% of the searches. **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. **Strategy's Expected Result/Impact:** Every elementary campus and early learning center is visited a minimum of 2 times per day by CFPD. **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 students and guardians in the intervention of suicide and violence risk.

Strategy's Expected Result/Impact: MHIT will follow-up with the campus staff/guardian of 100% of mental health resource requests, including but not limited to, high risk Suicide Risk Severity Scale outcome and Behavior Threat Assessment ratings.

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: Annual decrease in substance-related discipline referrals.

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: An annual increase in students' perceptions of safety at school as evidenced by the safe school survey and a decrease in documented incidents of bullying.

Staff Responsible for Monitoring: Guidance and Counseling; School Leadership

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

Performance Objective 1.2: Increase the student attendance rate to 95% or show improvement from the prior year.

Evaluation Data Sources: Attendance data

Strategy 1 Details
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. **Strategy's Expected Result/Impact:** Routine and timely intervention for chronically absent students to reduce truancy and increase student attendance. **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. **Strategy's Expected Result/Impact:** Proactive and/or responsive measures that increase student attendance rates. **Staff Responsible for Monitoring:** Campus Administrators, Student Service Department, Information Services & Applications/Technology Department

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

Performance Objective 1.3: By June 2027, the district will evaluate the return on investment of school-wide PBIS programs by measuring whole-campus implementation consistency (TFI) against student behavioral outcomes, using this data to strengthen campus support or guide alternative frameworks where needed.

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. **Strategy's Expected Result/Impact:** District will be able to identify areas or strengthen and areas of need in regard to PBIS implementation. **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. **Strategy's Expected Result/Impact:** Campuses will be able to improve targeted components of PBIS. **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. **Strategy's Expected Result/Impact:** Campuses will be able to train staff and strengthen their implementation of PBIS. **Staff Responsible for Monitoring:** Student Services Discipline Directors

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

Performance Objective 1.4: Maintain measures to protect sensitive and confidential data and maintain cybersecurity readiness.

Evaluation Data Sources: Technology data

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

Guardrail 2: Human Capital

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

Performance Objective 2.1: Implement a recruitment plan focused on recruiting and hiring highly qualified and effective teachers.

Evaluation Data Sources: Recruitment data

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

Strategy 2 Details
Strategy 2: Maximize recruitment activities at Texas universities that yield the highest number of CFISD teacher hires. **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. **Staff Responsible for Monitoring:** Human Resources

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

Performance Objective 2.2: 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. **Strategy's Expected Result/Impact:** Provide the best option for a medical insurance plan. **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. **Strategy's Expected Result/Impact:** Provide the best option for voluntary insurance plans. **Staff Responsible for Monitoring:** CFO and Assistant Superintendent of Business & Financial Services
Strategy 3 Details
Strategy 3: Implement a one-time $500 payment for full-time and $250 for part-time staff October 16, 2026. **Strategy's Expected Result/Impact:** Staff retention **Staff Responsible for Monitoring:** Human Resources

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

Performance Objective 2.3: 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
Strategy 1: Require all substitutes to fulfill the district's requirement to accept at least 4 assignments within a thirty-day period. **Strategy's Expected Result/Impact:** Increase the number of substitute assignments that substitutes fulfill each month. **Staff Responsible for Monitoring:** Human Resources

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

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

Performance Objective 2.4: Hire 95% of highly qualified teacher pathway candidates into teaching positions.

Evaluation Data Sources: Hiring data

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

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

Performance Objective 2.5: 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. **Strategy's Expected Result/Impact:** Increased content areas included in the CFISD TIA plan **Staff Responsible for Monitoring:** Teacher Incentive Allotment Committee

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

Performance Objective 2.6: 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: Utilize Houston Endowment funds to support currently certified teachers in obtaining special education certification. **Strategy's Expected Result/Impact:** Increase the number of certified teachers who obtain special education certification, expanding the pool of qualified educators available to fill special education teaching assignments across CFISD. **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. **Strategy's Expected Result/Impact:** Decrease the number of special education paraprofessional vacancies. **Staff Responsible for Monitoring:** Human Resources

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

Performance Objective 2.7: Maintain a teacher turnover rate below the state average.

Evaluation Data Sources: Teacher turnover rate data

Strategy 1 Details
Strategy 1: Conduct campus visits and meet with principals and uncertified teachers to communicate available resources and supports for obtaining teacher certification. **Strategy's Expected Result/Impact:** Increase awareness and utilization of certification resources and supports to help uncertified teachers obtain certification, strengthen teacher retention, and maintain a highly qualified teaching workforce. **Staff Responsible for Monitoring:** Human Resources
Strategy 2 Details
Strategy 2: Collaborate with principals to support alternative certification program candidates. **Strategy's Expected Result/Impact:** Increase retention of teachers on non-standard certificates. **Staff Responsible for Monitoring:** Human Resources

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

Performance Objective 2.8: Provide comprehensive professional learning for educators on ethical AI integration, instructional design, and AI-assisted administrative tools to enhance classroom engagement and streamline teacher workloads.

Evaluation Data Sources: Professional Development Data

Strategy 1 Details
Strategy 1: Provide ongoing training throughout the year for district curriculum leaders (nine trainings over the course of the year). **Strategy's Expected Result/Impact:** Enhanced understanding of the use of AI **Staff Responsible for Monitoring:** Curriculum and Instruction
Strategy 2 Details
Strategy 2: Provide a variety of professional learning opportunities, including in-person, virtual, and video-based training, to support district leaders, teachers, and staff in the responsible, effective use of AI. **Strategy's Expected Result/Impact:** Enhanced understanding of the use of AI **Staff Responsible for Monitoring:** Curriculum and Instruction
Strategy 3 Details
Strategy 3: Establish a teacher committee to review and provide input on potential teacher-facing AI tools and related professional learning needs. **Strategy's Expected Result/Impact:** Committee formation and input **Staff Responsible for Monitoring:** Curriculum and Instruction

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 3.1: Execute an expanded, data-driven marketing and recruitment plan targeting preschool/kindergarten, transfer, and new-mover audiences, measured by a 5% year-over-year increase in digital engagement and program inquiries, while deploying multi-channel recruitment campaigns to attract and retain high-quality staff.

Evaluation Data Sources: Snapshot enrollment data; marketing campaign elements and metrics

Strategy 1 Details
Strategy 1: Print and distribute bilingual packets featuring trackable QR codes linked directly to CFISD campus registration and inquiry portals. Distribution channels will include active residential developments, leasing offices, pediatric/family medical clinics, public libraries, and local real estate brokerages. **Strategy's Expected Result/Impact:** A 5% year-over-year increase in digital form submissions and scan-to-inquiry conversions from new-mover zip codes. **Staff Responsible for Monitoring:** Director of Communication

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 3.2: Achieve a 5% year-over-year increase in parent, business, and volunteer participation by June 2027 while establishing baseline trend data (based on student enrollment) across all district community events.

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

Strategy 1 Details
Strategy 1: Systematically attend Cy-Fair Chamber breakfasts, weekly ribbon-cuttings, and community partner functions to assign corporate and non-profit sponsors across all 96 campuses. **Strategy's Expected Result/Impact:** 100% campus adoption coverage (96 campuses paired with active business partners). **Staff Responsible for Monitoring:** Director of Community Engagement
Strategy 2 Details
Strategy 2: Standardize sign-ins at campus and district-wide community events (tagging attendees as parent, business partner, or community volunteer) to calculate participation rates per 100 enrolled students. **Strategy's Expected Result/Impact:** Fully documented FY26-27 baseline data set across all flagship district events, enabling validated 5% year over year growth calculations through June 2027. **Staff Responsible for Monitoring:** Assistant Superintendent Communications and Community Relations
Strategy 3 Details
Strategy 3: Work through existing PTO/VIPS leadership structures to appoint campus liaisons tasked with direct peer-to-peer outreach. **Strategy's Expected Result/Impact:** Increased volunteer hours logged in district tracking systems and broader demographic representation at campus events. **Staff Responsible for Monitoring:** Assistant Superintendent Communications and Community Relations

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 3.3: Expand CFISD's comprehensive plan to increase stakeholder input & feedback. **Evaluation Data Sources:** Stakeholder input and feedback; Leadership CFISD pre- and post-perception survey

Strategy 1 Details
Strategy 1: Deploy an online, crowd-sourced input platform accessible 24/7 on mobile devices to capture qualitative feedback and quantitative prioritization from stakeholders. Utilize the Peer-Facilitated Campus Liaisons to promote participation links across diverse campus communities and feeder patterns. **Strategy's Expected Result/Impact:** Statistically significant sample sizes across all feeder patterns and high engagement from working parents outside normal operating hours. **Staff Responsible for Monitoring:** Assistant Superintendent Communications and Community Relations

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 3.4: 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: Complete a market benchmarking study of neighboring districts and private rental facilities to adjust CFISD's fee schedules, ensuring full coverage of custodial, security, and utility overhead plus a sustainable margin. **Strategy's Expected Result/Impact:** Immediate net increase in rental cost-recovery margins and district facility auxiliary revenue. **Staff Responsible for Monitoring:** Chief of Staff

Strategy 2 Details
Strategy 2: Fill open dates on the Berry Center and VPAC calendars by negotiating promoter contracts for touring entertainment, regional sports, conferences, and exhibitions. **Strategy's Expected Result/Impact:** Higher calendar utilization rates and increased non-district event revenues generated from facility leases, ticketing surcharges, and concession sales. **Staff Responsible for Monitoring:** Chief of Staff

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 4.1: Evaluate structural revenue models and implement alternative stabilization strategies to manage the operating budget against inflationary impacts while preserving district programs and 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. 2. Monitor revenues and expenditures by preparing monthly budget to actual financial reports. 3. Present quarterly budget review to the Board of Trustees for approval. 4. Monitor state legislature to anticipate issues that may affect funding. 5. Prepare multi-year projections. **Strategy's Expected Result/Impact:** Budget that supports the Strategic Plan and District Improvement Plan **Staff Responsible for Monitoring:** CFO & Assistant Superintendent of Business & Financial Services

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 4.2: Manage and safeguard the general fund reserve levels through conservative fiscal controls and structural optimization to ensure continuous compliance with Board-mandated operational targets.

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

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 4.3: 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. 2. Maintain a general fund balance of at least 4 months of operating expenditures. 3. Monitor market and bond call dates to maximize refunding opportunities. **Strategy's Expected Result/Impact:** Moody's AA1 rating, Standard & Poor's AA rating, Fitch AA+ rating **Staff Responsible for Monitoring:** CFO & Assistant Superintendent of Business & Financial Services

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 4.5: Maintain established Ed-Fi compliance and data governance while expanding interactive district analytics to reduce manual reporting time by 75% for dashboard-supported processes.

Evaluation Data Sources: Data governance framework

Strategy 1 Details
Strategy 1: Expand district data dashboards. **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. **Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services

Strategy 2 Details
Strategy 2: Texas Education Agency transition to EdFi. **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. **Staff Responsible for Monitoring:** Assistant Superintendent of Technology Services and Information Systems

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 4.6: Expand the district's electronic records environment and automated workflows.

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

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

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 4.7: Establish a district-wide AI Governance Framework to evaluate, implement, and monitor emerging technology innovations that streamline administrative operations while safeguarding student data privacy and ethical standards.

Evaluation Data Sources: AI Governance Framework

Strategy 1 Details
Strategy 1: Establish a district-wide AI Governance Committee. **Strategy's Expected Result/Impact:** Ensure AI initiatives align with district goals, strategic priorities, and responsible AI practices. **Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services
Strategy 2 Details
Strategy 2: Develop district AI guidelines and responsible use standards. **Strategy's Expected Result/Impact:** Establish clear expectations for the ethical, responsible, and appropriate use of AI by students and staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services
Strategy 3 Details
Strategy 3: Establish district AI technology standards and evaluation processes. **Strategy's Expected Result/Impact:** Ensure AI technologies meet district requirements for data privacy, cybersecurity, instructional alignment, and operational effectiveness. **Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services
Strategy 4 Details
Strategy 4: Evaluate and monitor district AI initiatives. **Strategy's Expected Result/Impact:** Identify opportunities to improve operational efficiency while monitoring AI effectiveness, compliance, and alignment with district priorities. **Staff Responsible for Monitoring:** Assistant Superintendent of Technology and Information Services

Guardrail 5: Operations

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

Performance Objective 5.1: Increase Transportation Department morning on-time arrivals to 95% and increase afternoon on-time arrivals to 80% under the revised district dismissal tracking standards.

Evaluation Data Sources: Transportation data

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

Guardrail 5: Operations
The superintendent shall ensure that facilities and services adequately support the educational program and other operations.

Performance Objective 5.2: Maintain a 90% or higher Transportation Department Driver 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. **Strategy's Expected Result/Impact:** 85% or higher transportation department employee retention rate **Staff Responsible for Monitoring:** Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Human Resources Transportation HR Specialist

Guardrail 5: Operations
The superintendent shall ensure that facilities and services adequately support the educational program and other operations.

Performance Objective 5.3: Evaluate site-level morning schedules to optimize student participation toward the 40% reimbursable breakfast target.

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. **Strategy's Expected Result/Impact:** Increase the reimbursable breakfast participation percentage to 40%. **Staff Responsible for Monitoring:** Nutrition Services Director

Guardrail 5: Operations
The superintendent shall ensure that facilities and services adequately support the educational program and other operations.

Performance Objective 5.4: Finalize the remaining close-out tracking for the 2019 Bond referendum projects and evaluate outstanding facility life cycle data to inform future capital planning.

Evaluation Data Sources: 2019 bond completion rates

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

Guardrail 5: Operations
The superintendent shall ensure that facilities and services adequately support the educational program and other operations.

Performance Objective 5.5: Execute the authorized Long-Range Plan directives utilizing voter-approved funding pathways to systematically address district enrollment, safety, and asset replacement cycles.

Evaluation Data Sources: Long range plan

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

Cypress-Fairbanks Independent School District

A. Robison Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen Tier 1 instruction in 3rd-5th grades through differentiated instruction, with a focus on students not showing expected growth. Strategy: After all assessments, track separately all students who did not meet "Approaches" on the 2026 3rd- or 4th-grade STAAR to focus on their growth and adjust interventions as needed. **Strategy's Expected Result/Impact:** Increase in "Academic Growth" on STAAR, specifically for "Accelerated Instruction." **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen teachers' capacity to plan differentiated instruction by increasing their content knowledge across multiple grade levels. Strategy: Provide professional development focused on vertical team planning for reading, math, and science. **Strategy's Expected Result/Impact:** Increase in student achievement due to improvement of Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Instructional Focus: Intentionally plan for small-group instruction and follow the district's daily schedule expectations in primary grades. Strategy: Strengthen Tier 1 instruction in primary grades by intentionally planning small-group instruction and following the district's daily schedule expectations. **Strategy's Expected Result/Impact:** Increase in student achievement results **Staff Responsible for Monitoring:** Principal, Assistant Principal, 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.

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

Staff Responsible for Monitoring: PE Coaches and Principal

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Improving Student Engagement: Students will have opportunities to participate in activities outside the classroom, including Choir, Student Council, Safety Patrol, Destination Imagination, Name That Book, Pom Squad, and auditions for an original Robison play.

Strategy's Expected Result/Impact: Increase in student attendance

Staff Responsible for Monitoring: Principal, Assistant Principals, Sponsors for student groups

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Office referrals (classroom and bus) will be reduced by at least 10%. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principals, and Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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 month. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will be 95% or higher. **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. **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. **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 Parent and Community Engagement: Parents will have the opportunity to provide feedback on their volunteer options and experiences through a survey each semester. **Strategy's Expected Result/Impact:** Increase in parent volunteers. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** The number of followers for both social media accounts will increase. **Staff Responsible for Monitoring:** Principal, Testing Coordinator, Teachers

Cypress-Fairbanks Independent School District

Adam Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: All ELAR teachers will purposefully plan explicit and systematic first instruction and practice purposeful small group instruction to address individual needs. Strategy: 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. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. **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 2 Details
Strategy 2: Instructional Focus: Our math teachers will plan explicit and systematic first instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences. Strategy: Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. **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 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, 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: * Salaries - Behavior Specialist, Class Size Reduction Teacher, and .5 Science Core Content Specialist
* Extra Duty pay - staff members will be paid for tutorials for groups of 5 or more before or after school
* Temporary Workers - temporary workers will provide interventions in small groups and in class
* Consultants/Garden - students will participate in hand-on science lessons in the garden
* Professional Development - staff will be paid for attending approved professional development
* Instructional Supplies - classroom and student supplies such as instructional materials, paper, chromebook chargers, and other supplies that help students and staff be successful in class
* Field Trips - funds will cover 3 grade levels cost of participating in field trips
* Buses - funds will cover field trip buses
* Library Books - allows the librarian to buy new books or replace some that are old and outdated
* Parent Involvement - we will increase parent involvement throughout the year with events like STREAM night, Multicultural Night, Meet the Teacher, Open House, etc. Staff members will communicate about these events using various methods to support our goal of increased parent involvement.
*Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

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: 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 9 Details

Strategy 9: 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists
Strategy 2 Details
Strategy 2: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** 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. **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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal

Strategy 5 Details
Strategy 5: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal
Strategy 5 Details
Strategy 5: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal

Strategy 6 Details
Strategy 6: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** 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 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. **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 that occur from incidents located in the classroom will decrease by 20%. **Staff Responsible for Monitoring:** Principal, Assistance Principals, Counselors, and Behavior Specialists

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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialists, and Instructional Specialists
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal 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. 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Specialists
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Specialists

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: Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance rate will increase. **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, Five to Thrive, Quantum Learning, Small Group Instruction, Data Analysis, and Classroom Management **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. **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 Parent and Family Engagement: Consistent communication will be provided to the families and community through classroom newsletters, campus newsletters, Twitter, Facebook, Remind, and the Adam website. Throughout the year, parents/guardians will have opportunities to assist in finding strategies and methods to use to assist with student learning at home. Offer parent and family activities/events at different times (ex. after school, during the school day) to allow variety for family schedules. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal and Campus Leadership Team
Strategy 2 Details
Strategy 2: Improving Social Media Presence: School staff will regularly post on social media. **Strategy's Expected Result/Impact:** Increased parent and community involvement. **Staff Responsible for Monitoring:** Principal and Campus Leadership Team

Cypress-Fairbanks Independent School District

Andre' Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 Strategy: Teachers will deliver targeted small-group instruction focused on phonics, fluency, vocabulary, and comprehension. **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. **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

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.

Strategy's Expected Result/Impact: Students will build stronger conceptual understanding and apply science vocabulary in meaningful ways, resulting in higher performance

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.
12. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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). **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. **Staff Responsible for Monitoring:** APs, Principal, IS,

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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 **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. **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. **Strategy's Expected Result/Impact:** Increased positive relationships between students and staff **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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: Student Attendance: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal

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. We are implementing a full-time behavior specialist on campus this year. - The behavior specialist will be responsible for doing daily check-ins with those students who are having consistent problems in the classroom. - The behavior specialist will be the Lead in our PBIS Leadership Team, organizing and presenting to staff once a month. - The behavior specialist will work with teachers on establishing different classroom management procedures to help those students who need some assistance. We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students. Counselors will have a counselor's corner in the morning to do check-ins with students and provide support to students in need/crisis. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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: - Staff will receive professional development from educational entities such as the ASCD, Region IV, International Center for Leadership in Education, N2 Learning, etc. - 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. - Campus-based opportunities for professional learning. - Teachers will have opportunities to observe colleagues and teachers from other campuses. - The Administrative Team will conduct classroom walks to provide coaching. **Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed. **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: Improve Parent and Family Engagement: Host family-centered events such as Family Literacy Night, Math & Science Night, Multicultural Fair, and Family Game Night. **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. **Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers

Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor

Cypress-Fairbanks Independent School District

Ault Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Improve Tier 1 instruction in 4th grade math. Strategy: Provide professional development for 3rd-5th math teachers and provide administrative support by regularly attending weekly 4th grade math planning. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, ISs

Strategy 2 Details
Strategy 2: Instructional Focus: Regularly monitor student progress. Strategy:Hold achievement meetings after each assessment to assess where students are and to plan for interventions. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs, ISs.

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, APs, P.E. Teacher

Strategy 4 Details

Strategy 4: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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.

Strategy's Expected Result/Impact: Student engagement will increase as students participate in more hands-on activities and collaborate with their peers.

Staff Responsible for Monitoring: Principa, APs, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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 safety protocols. **Strategy's Expected Result/Impact:** Increased attendance. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, APs

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff to have perfect attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **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. **Strategy's Expected Result/Impact:** Staff attendance rate will increase by 10%. **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. **Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table **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 Parent and Family Engagement: We will post links to social media sites in our monthly newsletter and add them to our marquee. **Strategy's Expected Result/Impact:** This will increase the amount of families that interact with our social media outlets and therefore increase engagement. **Staff Responsible for Monitoring:** Principal, Campus Secretary

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will post pictures, videos, etc. of activities going on during a typical school day at least twice a week. **Strategy's Expected Result/Impact:** This will increase family engagement with campus social media. **Staff Responsible for Monitoring:** Principal, APs

Cypress-Fairbanks Independent School District

Bane Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

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

Strategy 2 Details
Strategy 2: Instructional Focus: To improve students' reading level Strategy: Teachers are going to provide guided small group reading lessons each week. **Strategy's Expected Result/Impact:** Students will be reading at grade level and beyond **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

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.

Strategy's Expected Result/Impact: Students will improve on all science assessments. by 20-30%

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, 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:

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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,WAtch dogs and Supermoms night with presentation about attendance. STEM nights for the fall for primary and the spring for 3rd-5th graders and parents.

-Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Assistant Principals. and Instructional Specialist

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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 9 Details

Strategy 9: We will be conducting data digs after each MAP test. We will correlate the scores to reflect the DOMAIN 1 of Student Achievement in STAAR to their MAP scores.

Strategy's Expected Result/Impact: Primary teachers will have an understanding of the importance of getting and maintaining students on grade level at the end of the year.

Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, 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: 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. **Strategy's Expected Result/Impact:** On-going safety analysis and support will enhance the overall safety of our campus. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals and Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **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. **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. **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 Parent and Family Engagement: Keep open lines of communication by making sure there is always a translator when needed. **Strategy's Expected Result/Impact:** Parents will trust the staff at Bane and we will have more parents willing to volunteer their time. **Staff Responsible for Monitoring:** Principal VIPS rep CPOC parent reps

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will create site for Bane on Twitter and Facebook. **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. **Staff Responsible for Monitoring:** Principal Assistant Principals Campus secretary

Cypress-Fairbanks Independent School District

Bang Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, STAAR Math, and STAAR Science

Strategy 1 Details
Strategy 1: Instructional Focus: To accelerate learning and close foundational language gaps, instruction across all content areas will explicitly integrate oral language development, structured academic vocabulary acquisition, and daily application opportunities. Students will have opportunities to close foundational language gaps through increased classroom discourse, use of structured vocabulary, and daily opportunities to use new vocabulary. **Strategy's Expected Result/Impact:** Meet or exceed attached targets **Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.
Strategy 2 Details
Strategy 2: Instructional Focus: To accelerate learning and close foundational language gaps, instruction across all content areas will explicitly integrate oral language development, structured academic vocabulary acquisition, and daily application opportunities. Students will participate in daily, differentiated small-group instruction based on relevant data. **Strategy's Expected Result/Impact:** Meet or exceed targets on attached table. **Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.
Strategy 3 Details
Strategy 3: Instructional Focus: To accelerate learning and close foundational language gaps, instruction across all content areas will explicitly integrate oral language development, structured academic vocabulary acquisition, and daily application opportunities. Students will have opportunities to participate in Tier I writing activities across grade level and content areas. **Strategy's Expected Result/Impact:** Meet or exceed targets on attached data tables **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. Engage in off-campus field trips grade 2-5 designed to connect classroom learning with real-world contexts. Host live Main Street Theater performances on campus for K-1 to introduce foundational cultural experiences in a familiar, age-appropriate environment.

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: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: With Title1 support, Bang will implement the following measures:
1. Salaries - 3 class size reduction teachers, 1 science interventionist, and 1 behavior management 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.
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, Parent Square, 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 performance on instructional goals as specified in the CIP.
8. Field Trips - funds will cover 3 grade level field trips
9. Buses - funds will cover field trip buses
10. Library Books - allows the librarian to buy new books or replace some that are old or outdated.
11. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: Bang offers multiple clubs for students to join and be a part of. Some of the clubs offered are two Baseball teams, a Soccer team, Rodeo Art Club, Choir, Volleyball club, Girls on the Run, Girls and Pearls,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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students understanding of math TEKS will come through high quality instruction that is planned via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers
Strategy 2 Details
Strategy 2: Students will participate in fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers
Strategy 3 Details
Strategy 3: Students will use a problem-solving process that has been modeled to them by the teacher. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers
Strategy 4 Details
Strategy 4: Students needs will be met during well planned small group instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers
Strategy 5 Details
Strategy 5: Students progress with be tracked using Progress Monitoring Notebook by math teachers. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers

Strategy 6 Details
Strategy 6: Students will use math manipulatives to help develop a concept understanding of math TEKS. **Strategy's Expected Result/Impact:** Increased math proficiency **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. 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. **Strategy's Expected Result/Impact:** Students and staff will comply with all safety procedures 100% of the time. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers
Strategy 3 Details
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies. **Strategy's Expected Result/Impact:** Increased communication and faster response times. **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. Members of the Bang CPOC and administration will serve on a attendance committee to support the overall attendance goal of 95%. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** principal **TEA Priorities:** Recruit, support, retain teachers and principals
Strategy 2 Details
Strategy 2: Student attendance incentives will be implemented monthly and annually. **Strategy's Expected Result/Impact:** Student attendance will increase. **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.

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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, APs, BIs, Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: We will provide a campus incentive to all staff who have perfect attendance each month. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistance Principals **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2 Details
Strategy 2: Our staff will honor colleagues through affirmations and the use of our PBIS Teacher reward system. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principals. Assistance Principals **TEA Priorities:** Recruit, support, retain teachers and 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 4 Details
Strategy 4: VIPS, and CyFair Credit Union will provide monthly staff appreciation treats, small gifts, and lunches throughout the year. **Strategy's Expected Result/Impact:** Teachers/paraprofessionals attendance will increase 5% **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. **Strategy's Expected Result/Impact:** By the end of the current school year, 100% of new teachers will complete assigned professional development as needed. **Staff Responsible for Monitoring:** Principal, APs, ISs

Strategy 2 Details
Strategy 2: High-Quality Professional Development: Campus leaders will engage and reflect on Insight to Develop the Leader Within You and Influence Those Around You by John Maxwell to improve on leadership skills. Leadership will also be participating in a book study - The Shark and the Goldfish by Jon Gordon. **Strategy's Expected Result/Impact:** Meet or exceed targeted goals in our CIP **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 Parent and Family Engagement: Bang Elementary will hold special events that invite our community into the school during both the Fall and Spring semester. **Strategy's Expected Result/Impact:** Special events will increase the community involvement. **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. **Strategy's Expected Result/Impact:** Media posts will increase community awareness. **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

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Birkes Elementary will focus on strengthening instructional practices to ensure all students demonstrate academic growth, develop independent problem-solving skills, and successfully engage with grade-level curriculum and assessments. Strategy: Students will strengthen their ability to consistently select, apply, and demonstrate mathematical strategies while clearly communicating their thinking and reasoning. **Strategy's Expected Result/Impact:** Students will make incremental growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 2 Details
Strategy 2: Instructional Focus: Birkes Elementary will focus on strengthening instructional practices to ensure all students demonstrate academic growth, develop independent problem-solving skills, and successfully engage with grade-level curriculum and assessments. Strategy: Students receiving special education services will engage in grade-level curriculum and learning activities with appropriate scaffolds and supports. **Strategy's Expected Result/Impact:** Students will make incremental growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 3 Details
Strategy 3: Instructional Focus: Birkes Elementary will focus on strengthening instructional practices to ensure all students demonstrate academic growth, develop independent problem-solving skills, and successfully engage with grade-level curriculum and assessments. Strategy: Students will demonstrate individual academic growth by using targeted strategies, applying feedback, and showing progress toward their academic goals throughout the year. **Strategy's Expected Result/Impact:** Students will make incremental growth. **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, Pom Squad, 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - 1 math interventionist and 2 para professionals

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 events such as Science Stem night, Math and Reading take home supplies to help support learning at home.

5. Materials - Supplies to help support teachers and students in the classroom, such as paper, folders, and instructional materials.

6. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, 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.

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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, APs, Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **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. 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. **Strategy's Expected Result/Impact:** Meet or exceed targets in the attached CIP data tables **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 Parent and Family Engagement: Organize and host events that actively include the whole family. **Strategy's Expected Result/Impact:** Increase parent and community involvement **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. **Strategy's Expected Result/Impact:** Opportunities to highlight and share more campus events will increase parent awareness. **Staff Responsible for Monitoring:** Principal and Assistant Principal

Cypress-Fairbanks Independent School District

Black Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Teachers will strengthen rigorous Tier 1 instruction through intentional lesson internalization, academic vocabulary, structured student discourse, and data-driven small-group instruction to accelerate learning and increase the percentage of all students, particularly At-Risk, Emergent Bilingual, Economically Disadvantaged, and Special Education students, achieving at the Meets and Masters levels across content areas. Strategy: Strengthen Tier 1 Math Instruction using purposeful mathematical discourse , problem-solving strategies, and small-group intervention tied to TEKS readiness standards. **Strategy's Expected Result/Impact:** Students will show growth on all End of Year testing. **Staff Responsible for Monitoring:** Assistant Principal, Principal, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Instructional Focus: Teachers will strengthen rigorous Tier 1 instruction through intentional lesson internalization, academic vocabulary, structured student discourse, and data-driven small-group instruction to accelerate learning and increase the percentage of all students, particularly At-Risk, Emergent Bilingual, Economically Disadvantaged, and Special Education students, achieving at the Meets and Masters levels across content areas. Strategy: Increase science rigor and vocabulary using student created science notebooks, increasing writing in science, reading informational text in science, and providing explicit academic vocabulary instruction. **Strategy's Expected Result/Impact:** Students will show at least a years growth on EOY testing in Science. **Staff Responsible for Monitoring:** Principals, Assistant Principal, Instructional Specialists, Teachers.

Strategy 3 Details

Strategy 3: Instructional Focus: Teachers will strengthen rigorous Tier 1 instruction through intentional lesson internalization, academic vocabulary, structured student discourse, and data-driven small-group instruction to accelerate learning and increase the percentage of all students, particularly At-Risk, Emergent Bilingual, Economically Disadvantaged, and Special Education students, achieving at the Meets and Masters levels across content areas.

Strategy: Targeted SPED Progress Monitoring by more frequent weClimbs, Progress monitoring aligned to STAAR readiness standards, and inclusion support in Tier 1.

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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Improving Student Engagement: We will work to better promote our Planet Earth Crew, Name that Book, Run groups, student council and pom squad 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principals
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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 **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist
Strategy 4 Details
Strategy 4: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Administrators, Counselors, teachers, staff

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **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. **Strategy's Expected Result/Impact:** Meet or exceeds targets in attached CIP tables **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 Parent and Family Engagement: We will better promote our current engagement opportunities to allow parents to feel directly invited rather than mass emails. **Strategy's Expected Result/Impact:** We will increase the % participation of our parents actually coming to our events. **Staff Responsible for Monitoring:** Principal, Assistant Principals

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will increase the use of social media to showcase academics occuring in the classroom and throughout the school. **Strategy's Expected Result/Impact:** We will increase our presence on social media and reach more of our community. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialists

Cypress-Fairbanks Independent School District

Brosnahan Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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, based on continuous data tracking while focusing on 3rd grade and our students receiving special education and/or Bilingual/ESL support. Strategy: Students will show mastery of concepts taught through purposefully planned small group lessons based on continuous and current data tracked and discussed weekly in planning sessions. I **Strategy's Expected Result/Impact:** Academic performance in math in each grade level will increase by 5% on EOY assessments. **Staff Responsible for Monitoring:** Principal, Teachers, Instructional Specialists
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthening Tier I instruction in math through specific, targeted small group intervention, based on continuous data tracking while focusing on 3rd grade and our students receiving special education and/or Bilingual/ESL support. Strategy: Students receiving special education through resource or in-class support will successfully transfer skills learned when accessing the general education curriculum through specific co-planned activities created by the resource and general education teacher. **Strategy's Expected Result/Impact:** Academic growth of special education students in math will increase by 5% on EOY assessments. **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, based on continuous data tracking while focusing on 3rd grade and our students receiving special education and/or Bilingual/ESL support.

Strategy: Students will track their growth in their individual data folders or binders after each checkpoint, benchmark, DPM or common assessment. 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.

Strategy's Expected Result/Impact: Academic growth of all students in all subjects will increase by 5% on EOY assessments

Staff Responsible for Monitoring: Teachers, 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: 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: *Salaries - 1 class sized reduction teacher in 5th grade, a testing coordinator, and a behavioral specialist (3 positions)

*Substitute Pay - When the class sized reduction teacher is absent, we cover the cost of the substitute.

*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.

*Library Books - allows the librarian to buy new books or replace some that are old and outdated

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

*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.

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

*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.

*Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: A variety of before and after school groups/activities will be offered for students to participate in throughout the current school year.

Strategy's Expected Result/Impact: Student engagement beyond the instructional day will increase by 5%.

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Specialists, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Students and staff will perform appropriately during crisis drills or any crisis situation. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** Student attendance at the end of the 2026-2027 school year will be 96% or higher. **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavioral Specialist

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavioral 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 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. **Strategy's Expected Result/Impact:** Staff attendance will be at 96% or higher by the end of the school year. **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. **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. **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 Parent and Family Engagement: District parent trainings will be promoted in various communication methods. **Strategy's Expected Result/Impact:** Parents will become more informed about student performance and how best to support their child at home. **Staff Responsible for Monitoring:** Principal, Teachers
Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Our number of followers will increase by 5% by the end of the current school year. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Byrd Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: To accelerate STAAR growth and performance toward Meets for At-Risk, Special Education and Masters for Hispanic and African American students, core instruction across all content areas will prioritize explicit modeling, systemic academic vocabulary development, structured student discourse, and daily scaffolded accommodations to deepen critical thinking and ensure TEKS mastery. Strategy: Students track their personal growth goals on district and state assessments by co-creating visual progress trackers that identify their current performance levels. **Strategy's Expected Result/Impact:** Students will goal set and create personalized action steps to take ownership of their academic growth. **Staff Responsible for Monitoring:** APs, IS, Principal

Strategy 2 Details

Strategy 2: Instructional Focus: To accelerate STAAR growth and performance toward Meets for At-Risk, Special Education and Masters for Hispanic and African American students, core instruction across all content areas will prioritize explicit modeling, systemic academic vocabulary development, structured student discourse, and daily scaffolded accommodations to deepen critical thinking and ensure TEKS mastery.

Strategy: Student will answer rigorous questioning and higher-order thinking through provided opportunities planned by the teacher during Tier 1 instruction.

Strategy's Expected Result/Impact: Students will increase their level of thinking by justifying, analyzing and applying their thinking in order to answer higher level questions and thinking.

Staff Responsible for Monitoring: Instruction Specialists and Teachers

Strategy 3 Details

Strategy 3: Instructional Focus: To accelerate STAAR growth and performance toward Meets for At-Risk, Special Education and Masters for Hispanic and African American students, core instruction across all content areas will prioritize explicit modeling, systemic academic vocabulary development, structured student discourse, and daily scaffolded accommodations to deepen critical thinking and ensure TEKS mastery.

Strategy: Students participate in small-group or individualized learning pathways during Closing the Gap to meet their specific skill needs.

Strategy's Expected Result/Impact: Students will grow because of the targeted focus on their individual needs versus the needs of the whole group.

Staff Responsible for Monitoring: Instructional Specialist, Teachers, 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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Improving Student Engagement: We are increasing Student Council roles and responsibilities on the campus. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Staff members and parents will be aware of the safety measures in place at Byrd. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0% **Staff Responsible for Monitoring:** Principal, AP, Counselors, Teachers, PBIS Leadership Team
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **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: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD. **Strategy's Expected Result/Impact:** Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. **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 Parent and Family 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. **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. **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Continue to post weekly on Facebook, IG, and Tik Tok. **Strategy's Expected Result/Impact:** Families will see the fun events at Byrd and want to keep their students enrolled at Byrd. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Copeland Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will participate in differentiated lessons that are meaningful, relevant, and rigorous. **Strategy's Expected Result/Impact:** Students will make incremental growth. **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, writing, math, and science through structured small-group instruction within the classroom. Strategy: Students will participate in structured small-group instruction based on need from the data collected during lessons and tracked in monitoring notebooks. Student progress will be monitored for students receiving interventions. **Strategy's Expected Result/Impact:** Students will make incremental growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, APs, Principal

Strategy 3 Details
Strategy 3: Instructional Focus: We will strengthen Tier 1 and Tier 2 instruction in reading, writing, math, and science through structured small-group instruction within the classroom. Strategy: Students will receive immediate feedback regarding content specific TEKS, especially regarding ECRs, word problems, etc. and use this feedback to set goals for their learning. **Strategy's Expected Result/Impact:** Students will make incremental growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, 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: PE Coaches, 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 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 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - The kindergarten teacher will reduce class sizes. The two aides will provide targeted support to at-risk students.

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. Professional Development - The campus will provide funds for professional development materials and fees to build staff capacity and promote great first instruction.

7. Temporary Worker - A reading interventionist and math interventionist will be paid with Title 1 funds.

8. Contracted Services - Ready to Grow Gardens will be paid with Title 1 funds. Students will participate in garden activities, supporting our instructional goals as specified in the CIP. The campus will also provide guest consultants who reinforce academic objectives.

9. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Instructional Specialists, APs, Title 1 Coordinator

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and mCLASS Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers

Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, 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. **Strategy's Expected Result/Impact:** Improved level of safety and security as a result of these measures **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be as close to 0% **Staff Responsible for Monitoring:** APs

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **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. **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. **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. **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. **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 Parent and Family Engagement: Copeland will host multiple in-person family events throughout the school year. These events include PK/K Round-Up, 1st-5th Meet the Teacher, Curriculum Night, Family Science Night, Reading Is Sweet, Family Bingo Night, choir performances, PTO meetings, Title 1 parent meetings, Pre-K Art Museum, Dance Across Texas, and late book fair hours. **Strategy's Expected Result/Impact:** Parent and community members will be provided with multiple opportunities to attend school events. **Staff Responsible for Monitoring:** Principal and APs
Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will post more day to day, content-specific academic activities on Facebook and Instagram. **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. **Staff Responsible for Monitoring:** Campus secretary, principal, and APs.
Strategy 3 Details
Strategy 3: Improve parent communication: teachers will send weekly and/or monthly newsletters to parents, the campus will send the Hoofbeat monthly, monthly campus calendar, and use of Parent Square. **Strategy's Expected Result/Impact:** Parents will be more informed about campus events and more equipped to support their child's learning. **Staff Responsible for Monitoring:** Principal and AP

Cypress-Fairbanks Independent School District

Danish Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Planning for student discourse and vocabulary development in lessons. Strategy: Students will participate in lessons that have embedded or direct vocabulary instruction and planned opportunities to practice academic language through student discourse. **Strategy's Expected Result/Impact:** Increased STAAR scores at the meets and masters level. **Staff Responsible for Monitoring:** Teachers, Instructional specialists, assistant principals, and principal

Strategy 2 Details
Strategy 2: Instructional Focus: During planning, teachers will explicitly emphasize high-rigor questioning, model lessons, and increase vocabulary use through questioning and discourse. Strategy: Students will answer higher-level questions and use academic vocabulary more often in classroom discourse. **Strategy's Expected Result/Impact:** Increased number of students scoring at the meets and masters level on the STAAR assessment. **Staff Responsible for Monitoring:** Instructional specialists, teachers, assistant principals and principal

Strategy 3 Details
Strategy 3: Instructional Focus: Use small-group instruction to target students' needs and increase the number of students moving from did not meet to approaches, approaches to meets, and meets to masters. Strategy: Students will participate in increased small-group instruction, as documented in teachers' monitoring notebooks. **Strategy's Expected Result/Impact:** Increased number of students scoring at the meets and masters level on the STAAR assessment. **Staff Responsible for Monitoring:** Instructional specialists, teachers, 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 have the opportunity to participate in the following enrichment programs, courses, and/or activities to provide all students with a well-rounded education: choir, baseball team, Name That Book team, Danish video production team, student council, safety patrol, Playground Patrol, basketball skill team and art 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries - Classroom paraprofessionals to support learning at each grade level
Salaries - Testing Coordinator - 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 provide 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 documenting activities in the classrooms
Substitute Pay - provided subs for Title 1 salaried staff
Library Books- we will add books to our library for student use
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
Student Engagement and Instructional Readiness-Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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 **Strategy's Expected Result/Impact:** Increased hands-on and real-world experiences in science and writing should improve scores in both reading and science. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will participate in Foundational TEKS lessons daily utilizing HMH Structured Literacy Lessons **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists
Strategy 2 Details
Strategy 2: Students will participate in Heggerty Phonemic Awareness Lessons daily in kindergarten and first grade. **Strategy's Expected Result/Impact:** Improved reading proficiency, as shown by MAP growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists
Strategy 3 Details
Strategy 3: Students will participate in small-group lessons using formal and informal data to improve their academic levels. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will participate in high-quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district-provided lessons and resources, including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 2 Details
Strategy 2: Students will participate in fluency activities for at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Students will participate in small groups to target their indivual needs in instruction. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Teachers, 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. **Strategy's Expected Result/Impact:** Decrease in the number of office referrals and classroom removals. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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: Students with chronic absenteeism will participate in counseling and parent conferences to increase awareness of the dangers of chronic absenteeism on their academic progress. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Students will participate in various reward/recognition programs throughout based on attendance. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, counselors, teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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 as well as opportunites to receive feedback on job performance through Raising the Bar cards. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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, summer training, and self-directed PD directly related to work assignments. We will include paraprofessionals when possible. We will also promote and encourage teachers/paras to attend district training. **Strategy's Expected Result/Impact:** Increase of skill level in teachers/staff **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

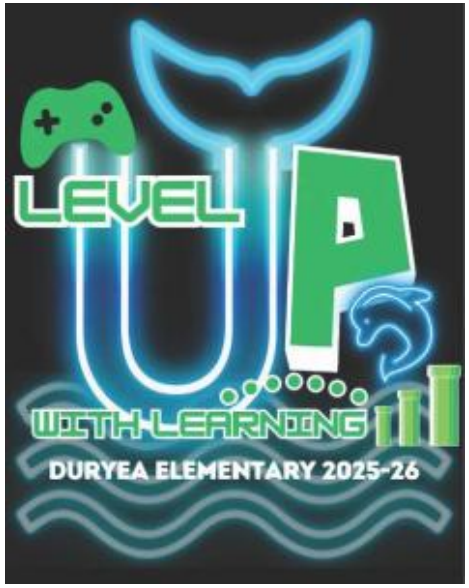
Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Danish will host a volunteer orientation and Danish Dads orientation to share how to get involved with volunteering at Danish. **Strategy's Expected Result/Impact:** Increase in parent engagement in school activities **Staff Responsible for Monitoring:** Administrative Team

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Parents will be more informed about what is going on in their child's grade level. **Staff Responsible for Monitoring:** Administrative Team

Cypress-Fairbanks Independent School District

Duryea Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. 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. **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) **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. 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. **Strategy's Expected Result/Impact:** To increase Math STAAR performance across all grade levels and student subpopulations to meet or exceed the district average. **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.
Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: Increase overall student engagement in learning by implementing interactive, student-centered instructional strategies across all classrooms.

Strategy's Expected Result/Impact: 10% increase in student participation as measured by walkthrough data by May 2025.

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% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** IS's, AP's, Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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 **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists, Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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 **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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 **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. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Increase parent and family involvement by 5%. **Staff Responsible for Monitoring:** PAFE Liaison, Principal

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increase parent and family involvement by 5%. **Staff Responsible for Monitoring:** PAFE Liaison, Principal

Cypress-Fairbanks Independent School District

Emery Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Increase our ECR scores in grades 3-5 by strengthening our Tier I instruction in Reading and Science.. Strategy: Students will utilize writing organizers to answer prompts completely, sentence frames and have cross curriculum writing practices.. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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, teacher need to focus on building conceptual understanding using multiple representations and connecting math to real world applications. Strategy:Students will participate in differentiated instruction with well-planned and targeted first time instruction, small group, math intervention with the interventionist, tutoring, and camps. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Testing Coordinator, Teachers

Strategy 3 Details
Strategy 3: Instructional Focus: To strengthen teacher content knowledge by delivering targeted professional development focusing on vertical curriculum alignment to elevate Tier 1 instructional rigor and relevance. Strategy: Implement an additional planning day to strengthen teacher capacity. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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: Run Club, Girls with Pearls, and Drama Cub.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries-Science IS will focus on assisting the teachers and students with the science curriculum, science tutoring groups and science small groups. Behavior Specialist 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. Teachers will also participate in additional planning on Monday afternoons to strengthen instructional capacity across content areas and Seeds of Learning Saturdays once a month..

Temporary Workers- Our temporary workers will see 2nd -5th math and reading small groups daily to assist the teachers with the math/reading 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. Also, we will have consultants work with teachers to build their capacity with small groups using data information and help teachers with classroom management ideas.

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.

Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Title 1 Coordinator

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Implement a new program for students to have leadership roles such as PBIS leaders and Jr. Counselors. **Strategy's Expected Result/Impact:** More involvement in the two new programs **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers, Counselor, and Behavior 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will practice and apply foundational TEKS daily through HMH Structured Literacy lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Students in K-1 will engage daily in Heggerty Phonemic Awareness lessons to strengthen foundational literacy skills. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

Strategy 3 Details
Strategy 3: Students will receive differentiated literacy instruction through individual conferences, small groups, and strategy groups based on district and campus data, supported by Marcia Kish's instructional strategies. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

Strategy 4 Details
Strategy 4: Student progress will be documented and monitored through individual data notebooks. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal.

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will engage in rigorous, TEKS-aligned math instruction using district resources and manipulatives to strengthen conceptual understanding. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Students will engage in at least 10 minutes of daily math fluency practice. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Students will consistently apply a problem-solving process to solve mathematical problems. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Students will receive targeted small-group math instruction based on individual learning needs. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 5 Details
Strategy 5: Students will use math manipulatives to develop conceptual understanding of math TEKS. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Emery Staff will make sure our campus is safe for students and staff. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant 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 by creating an Attendance Club with individual recognition. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) including home visits. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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

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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialists, Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** Increase awareness and reporting of possible bullying incidents, which will decrease bullying incidents/behaviors. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 4%. **Staff Responsible for Monitoring:** Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Implement an attendance committee who will focus on a staff attendance bulletin board and engaging activities to increase attendance. **Strategy's Expected Result/Impact:** Schoolwide staff attendance will improve by at least 4%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance 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: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions, Emery Academy, Monday After School Planning Sessions and Seeds of Learning Saturdays.. **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. **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 Parent and Family Engagement: We will have bilingual parents on our VIPS committees and we will have prizes for the grade level that has the most parent representatives. **Strategy's Expected Result/Impact:** To increase parent involvement at school events such as STAAR night, Parent Symposium, Reading night, Math night, and Science night. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist Teachers, Counselor
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. **Strategy's Expected Result/Impact:** To increase Social Media presence and involvement with all stakeholders. **Staff Responsible for Monitoring:** Social Media Coordinator, Grade level Social Media Contributor.
Strategy 3 Details
Strategy 3: 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. **Strategy's Expected Result/Impact:** To increase involvement and attendance at school events. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers, Counselors

Cypress-Fairbanks Independent School District

Emmott Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Improve achievement in grades 3-5 by strengthening Tier 1 instruction through TEKS-aligned planning, lesson internalization, rigorous tasks, and targeted, data-driven intervention, with an emphasis on increasing Mathematics Approaches, Meets and Masters performance for African-American students and students receiving Special Education services while sustaining Reading and Science gains. Strategy: Students in all grade levels will engage in TEKS-aligned, vertically aligned instruction that is responsive to formative assessment, student work, and demonstrated learning needs. **Strategy's Expected Result/Impact:** The strategy is expected allow teachers to understand the progression of learning in each grade level and the role quality tier one instruction plays in establishing the foundation for acquiring the necessary skills for future learning. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Improve achievement in grades 3-5 by strengthening Tier 1 instruction through TEKS-aligned planning, lesson internalization, rigorous tasks, and targeted, data-driven intervention, with an emphasis on increasing Mathematics Approaches, Meets and Masters performance for African-American students and students receiving Special Education services while sustaining Reading and Science gains. Strategy: Students will explain their thinking by engaging in academic discourse and/or writing, by responding to standards-based questions in the form of daily exit tickets to checks for understanding. **Strategy's Expected Result/Impact:** The strategy is expected allow teachers collect formative data that will allow teachers to adjust instruction to meet the needs of their students. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal.

Strategy 3 Details

Strategy 3: Instructional Focus: Improve achievement in grades 3-5 by strengthening Tier 1 instruction through TEKS-aligned planning, lesson internalization, rigorous tasks, and targeted, data-driven intervention, with an emphasis on increasing Mathematics Approaches, Meets and Masters performance for African-American students and students receiving Special Education services while sustaining Reading and Science gains.

Strategy: Historically underperforming student groups (African-American and Special Education) will engage in targeted intervention and acceleration based on individual learning needs to close achievement gaps and increase performance at the Approaches, Meets and Masters levels during the allotted "Closing the Gap" (CTG) time.

Strategy's Expected Result/Impact: This strategy provides targeted interventions to address the needs of students who have shown no growth or minimal growth in accountability assessments historically. This instruction will happen during the assigned Closing the Gap (CTG) time.

Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Specialists, 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: Physical Education Teacher, Assistant Principals, 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/Emmott Girls Run Club, Cheer, Student Council, Art Contests, Choir, Red Carpet Crew, Eagle Leaders.

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

Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs, Art Teacher, Music Teacher, Principal

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries - 2 Behavior Interventionists, Campus Testing Coordinator

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.

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.

Garden - Students will participate in the construction and hands-on TEK aligned Science lessons in the campus garden.

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.

Math Consultant - Will provide the leadership team and Math staff members with research based instructional strategies and feedback

Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table by funding extra duty pay, substitutes so that teachers can participate in opportunities for long-range planning and to purchase instructional materials to aid in closing the gaps for our at-risk population.

Staff Responsible for Monitoring: Principal, APs, ISs,Teachers

Strategy 8 Details
Strategy 8: Improving Student Engagement: Improve student engagement by using the Friday live morning announcements, social media, attendance incentives, clubs (i.e. Run Club, Cheer, Student Council etc.), honor roll celebrations, Bring it To Me Friday, competitions/incentives and the "Emmott Famous" slide deck 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 take ownership and get involved, will encourage other students to exercise their PRIDE and get involved on campus. **Staff Responsible for Monitoring:** Behavior Specialists, Teachers, Assistant Principals, Instructional Specialists, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **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 **Staff Responsible for Monitoring:** Primary Teachers, 3rd Grade ELAR Teachers, Instructional Specialists, Assistant Principals, Principal.

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Teachers understanding how to interpret the data from MAP testing, previous state assessments (STAAR/TELPAS), and district/campus assessments to help them better understand deficits and prepare to close learning gaps **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. **Strategy's Expected Result/Impact:** 1. The campus will maintain compliance with required safety drills each semester. 2. Staff, students, and community will be informed of procedures in place for crisis situations. 3. Administrative staff will be able to review, refine, and adjust plans of emergency as needed for student safety. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Crisis Team, Teachers/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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Crisis Team, 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate Develop and maintain a campus based attendance committee Incorporate campus attendance plan that monitors initiatives throughout the year and recognizes improvement across grade levels by sharing weekly attendance data with staff, students and parents and encouraging attendance and participation in initiatives through parent meetings, communication and social media. Communicate the plan for attendance efforts during parent engagement events. Celebrate growth areas that meet or exceed the 95% goal throughout the year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Committee, Teachers, Registrar
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal

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 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 campus based social skill lessons and development. Community Circles will be part of the instructional schedule during the assigned Closing the Gap (CTG). PBIS Rewards will continue to be implemented to incentivize Eagle PRIDE and desired behaviors. Students will be rewarded for exhibiting positive behaviors. **Strategy's Expected Result/Impact:** Violent incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Coaches, PBIS Committee Members, Emmott Staff

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior skills through Bringing Out the Best lessons. 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavior Specialists, Teachers

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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. Staff attendance will be kept at a minimum per month based on Aesop reports for campus and groups. Classroom instructional performance will increase for content areas. School morale will increase for the campus. School administrators will share campus attendance expectations and impact on CF-TESS. Administrators will also have direct conversations with staff member that that have ten or more absences. The campus will be intentional about celebrating staff members with perfect attendance at staff meetings and incentivizing their attendance. **Staff Responsible for Monitoring:** Assistant Principals, 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 participate in district and campus professional learning opportunities which focus on specific teaching practices that maximize instructional methods for the current school year. **Strategy's Expected Result/Impact:** Campus leadership (including ISs, APs and Principals) will attend at least one district and campus based general and/or content area training each semester. When possible, teachers and ISs will be compensated for attending training with PD hours and extra duty pay. Members of the instructional leadership team will lead or participate in professional development opportunities at least once per semester. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, District Coaches, Teachers/Staff, Behavior 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 Parent and Family Engagement: We will host quarterly parent lunch and learn opportunities on our campus. We will also initiate the (Proud Emmott Eagle Parents) PEEPs program as an opportunity to engage parents.The goal of these initiatives is to allow our parents to partner with our campus in an effort to improve student outcomes. Emmott staff will be intentional about sharing information with parents through Parent Square, Email, Phone Calls, and Social Media. During parent conferences teachers will share data and strategies/ideas to engage parents in student outcomes. **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. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, Principal, Teachers, Instructional Specialists, Behavior Specialists
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. Campus "Official" social media sites have been established for "X", Facebook and Instagram. A member of our A-Team has been assigned to work with the principal to manage these accounts. An A-Team meeting agenda item has been included to support weekly social media and marquee updates. **Strategy's Expected Result/Impact:** Including campus social media handles will encourage parents to follow our social media pages. Communicating information on social media will increase community engagement **Staff Responsible for Monitoring:** Social Media Champion (Molly Beck), Campus Secretary, Assistant Principals and Principals

Cypress-Fairbanks Independent School District

Farney Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Our classroom instruction is not consistently focused on the closure of the foundational gaps for our Emergent Bilingual and Special Education populations. Strategy: Students will participate in differentiated instruction to meet their specific needs (identified by data review) during GAP time, in classroom small groups, and by working with support teachers or instructional paraprofessionals. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers, Instructional Paraprofessionals
Strategy 2 Details
Strategy 2: Instructional Focus: Our Tier 1 writing practices in all grades does not match the rigor of Meets or higher scoring on STAAR. Strategy: Students will participate in goal-setting conferences focused on mastery of skills (by reporting category) to identify areas of strength and growth. These data will be tracked using monitoring notebooks and conferring notes. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers

Strategy 3 Details

Strategy 3: Instructional Focus: Our emphasis on students achieving passing standards has prevented a focus on "meets to masters" student performance due to inconsistent incorporation of higher-level questioning and student discourse into Tier 1 planning.

Strategy: Students will participate in higher-level questioning and intentional discourse designed to target students who previously scored meets on STAAR to bridge the gap to mastery on STAAR, based on what is written in lesson plans from weekly planning sessions.

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

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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 Special Education 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 who 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 Instructional supplies to better support differentiation within the classrooms.
6. Parent Involvement - Will increase parent involvement throughout the year with events such as Science Night and Multicultural Night.
7. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, APs, ISs, Testing Coordinator, Teachers, paraprofessionals and BI.

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: Farney Elementary will continue with our student leadership team during the 2026-27 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Students taking the MAP or mClass assessments will grow in their reading ability. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Students and staff feel safe in a warm and positive environment conducive to student learning. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, AP's, BI, Counselors, and Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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 before or after school on-campus professional development in areas determined by the campus data and within the school day in the area of Math (Linkenhoger). **Strategy's Expected Result/Impact:** Targeted small group instruction based on increased instructional strategies. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Families will better understand the opportunities available for them to support our campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Campus Secretary, Counselor

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** We will share the variety of educational opportunities available at our campus through social media. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals, Teachers, Instructional Specialists.

Cypress-Fairbanks Independent School District

Fiest Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen Tier I instruction by ensuring the consistent use of high-yield strategies, including varied methods to check for understanding, structured student collaboration, and the effective use of monitoring notebooks to inform and adjust instruction based on student data. Strategy: Students will participate in lessons containing high-yield instructional strategies (e.g., Turn & Talk, Think-Pair-Share, sentence stems, exit tickets)presented during campus PD and facilitated during plannings focused on unpacking TEKS and CFISD curriculum and identifying aligned checks for understanding and include reflective protocols that prompt teachers to evaluate and adjust instruction based on student responses. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist(s)
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen Tier I instruction by ensuring the consistent use of high-yield strategies, including varied methods to check for understanding, structured student collaboration, and the effective use of monitoring notebooks to inform and adjust instruction based on student data. Strategy: Students will participate in differentiated small group instruction to meet their specific needs (identified through data review) within Closing the Gaps, intervention and special education small group lesson structures. Students will benefit from allocated time during PLCs to plan intervention lessons and analyze impact data and implementation of 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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist(s)

Strategy 3 Details

Strategy 3: Instructional Focus: Enhance Tier II and Tier III instruction through the intentional planning and delivery of targeted small group instruction within the classroom, ensuring that interventions are data-driven, progress-monitored, and aligned to individual student learning needs.

Strategy: Students will increase engagement time in the classroom through teacher implementation of training on how to manage whole-group instruction while pulling effective small groups, including 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries: The testing coordinator, reading interventionist, and math interventionist 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. Professional Development: The leadership team, teaching staff, and para-professionals will attend professional development on-campus and off-campus to develop stronger teaching strategies.

4. Extra Duty Pay- Staff members will be paid for conducting tutorials before or after school.

5. Supplies- Classroom supplies/materials to increase tier I instruction.

6. 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.

7. Reflex Math (Subscription) - 2-5 students will utilize this program to help build fact fluency skills in math. This program will be utilized during the math block as well as during the Closing the Gap block.

8. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Students and their families will feel welcomed and actively included in the school community through access to campus events offered at flexible times, with clear, bilingual communications provided across multiple platforms to keep every family connected. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Reading: Students will build strong vocabulary, oral language, and comprehension skills by routinely learning and applying word-analysis strategies--such as using context clues and analyzing morphology--and actively participating in weekly academic vocabulary discussions across all content areas. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s)
Strategy 2 Details
Strategy 2: Reading: Students will demonstrate growth in reading comprehension, foundational skills, and vocabulary through active participation in targeted, small-group instruction tailored to their specific learning needs based on ongoing assessment data. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s)
Strategy 3 Details
Strategy 3: Students will demonstrate measurable growth in writing extended constructed responses by consistently modeling complete responses, embedding relevant text evidence, applying structured paragraph development, and practicing revision skills to achieve a score of "Meets" or above on district assessments. **Strategy's Expected Result/Impact:** An increase of 15% in the number of students scoring "Meets" or above on DPM ECRs **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Specialist(s)

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students in K-5 will improve math fact fluency as measured by district assessments, informal teacher observations, and intervention progress monitoring. At least 50% of students will demonstrate mastery of grade-level math facts with accuracy and automaticity, increasing by a minimum of 15 percentage points from beginning-of-year baseline data through daily fluency practice, targeted small-group instruction, and ongoing progress monitoring throughout the school year. We will help students to achieve this by utilizing district fact fluency resources as well as supplemental fact fluency resources in order to improve our student's fact fluency. **Strategy's Expected Result/Impact:** Students will develop stronger number sense and computational skills, leading to increased confidence and accuracy in math. **Staff Responsible for Monitoring:** Principal, AP's, IS's
Strategy 2 Details
Strategy 2: Students in K-5 will improve mathematical problem-solving comprehension and reasoning skills as measured by district assessments, daily assignments, and teacher observations during independent and small group practice. Students will utilize our campus problem solving process (upside-down T) when solving grade-level math word problems to correctly identify key information from the story, create a strip diagram or other representation, and select the appropriate operation(s) to develop the correct number sentence and answer to the problem. We will utilize a campus problem solving process across all grade levels emphasizing that all students use this strategy every time they are solving a math word problem. We will also focus on the importance of both academic and non-academic vocabulary utilized in math word problems. **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. **Staff Responsible for Monitoring:** Principal, AP's, IS's
Strategy 3 Details
Strategy 3: K-5 students will increase their reading comprehension in science by building knowledge and skills in vocabulary, context clues, and text features through explicit instruction. Strategies that we will use are planned, purposeful word walls using the Visual Non-Glossary, with a focus on prefixes and suffixes to build meaning. We will provide ongoing professional development on professional days, planning, and coaching sessions. We will discuss systematic vocabulary instruction during all content level plannings on a weekly basis. **Strategy's Expected Result/Impact:** The increased vocabulary exposure will lead to deeper understanding of science topics. **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: 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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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, behavior skills lessons, repairing harm, role playing, daily community circles to build class community, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention) **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** APs, BI, Classroom teachers, Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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, BI, Counselors
Strategy 3 Details
Strategy 3: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: We will strive for an exemplary attendance rate for staff with 5 or fewer absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Campus Sub Rep, Principal and District HR and 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
Sibme videos

Strategy 1 Details
Strategy 1: High-Quality Professional Development: As a campus we will continue to push all teachers on receiving their ESL and GT certifications. **Strategy's Expected Result/Impact:** The trained staff will return to campus and share strategies to increase academic performance. **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 Parent and Family 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 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal (s), Instructional Specialist (s)
Strategy 3 Details
Strategy 3: Improving structured monthly administration and classroom newsletters: Launch monthly digital newsletters from both campus leadership and campus teachers. The administration newsletter will highlight school-wide goals, upcoming family events, and volunteer needs. Teacher newsletters will detail grade-level learning targets, at-home learning tips, and classroom spotlights. **Strategy's Expected Result/Impact:** Families will receive consistent, predictable, and actionable updates regarding campus operations and classroom instruction, leading to stronger home-school alignment, higher event attendance, and improved communication ratings on parent surveys. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers

Cypress-Fairbanks Independent School District

Francone Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthening our high rigor instruction in the General Ed classroom and in supplemental instruction with a focus on Special Ed and AA students. Strategy: Students will participate in high rigor/application based practice of their math skills as indicated on lesson plans and seen by observations in WeClimb data. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialist APs

Strategy 2 Details
Strategy 2: Instructional Focus: Strengthening our high rigor instruction in the General Ed classroom and in supplemental instruction with a focus on Special Ed and AA students. Strategy: Special Ed students will be exposed to more General Ed curriculum strategies to help close the gap between the intervention based learning in the resource class and the Gen ed curriculum **Strategy's Expected Result/Impact:** increase rigor, and meet STAAR targets **Staff Responsible for Monitoring:** Instructional Specialist APs

Strategy 3 Details
Strategy 3: Instructional Focus: Strengthening our high rigor instruction in the General Ed classroom and in supplemental instruction with a focus on Special Ed and AA students. Strategy: AA students will participate in more carefully designed small group instruction time and by working with interventionist for target instruction. **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:** Instructional Specialist 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
APs

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
APs

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - 2 professional positions , 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. PBIS Supplies - Students will earn incentives using their PBIS/SOAR bucks and celebrating students each 9 weeks for SOAR Awards

4. Extended Day Pay - Staff members will be paid for for trainings and planning outside of the school day that supports instructional goals

5. Extra Duty Pay - Staff members will be paid for after school tutoring

6. Buses - after-school tutoring transportation

7. Professional Development- Presenters for staff development

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

10. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal
APs
Counselors

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: Students will be provide feedback 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: 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** IS, AP and Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **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. **Strategy's Expected Result/Impact:** Office referrals will decrease by 1% **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 .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. **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. **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

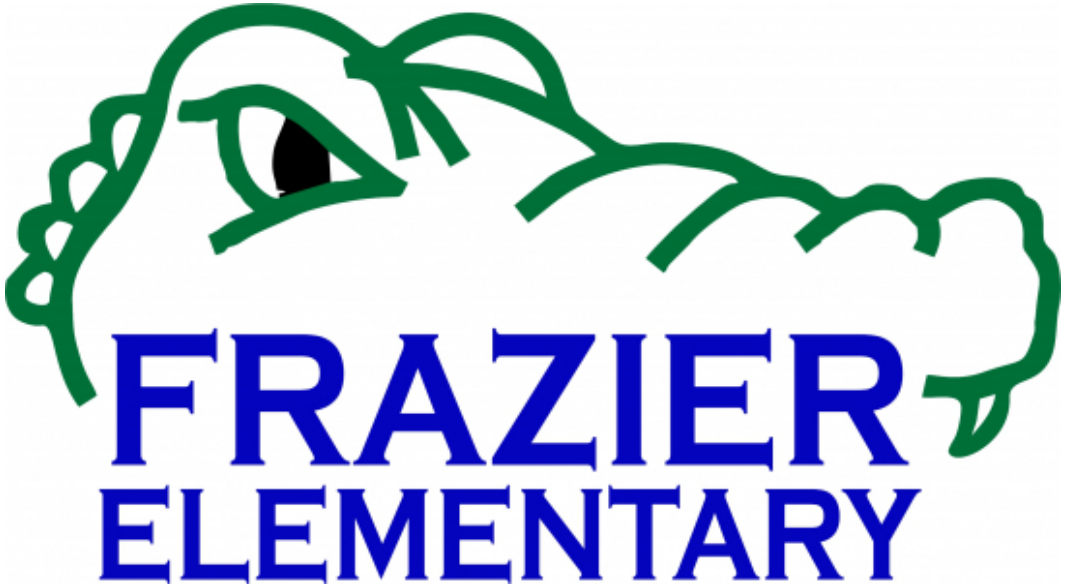
Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: We will make personal phone calls to some of our families that have a history of not being involved in school events. Send multiple reminders to families and offer student prizes as an incentive for bringing their family to the events. **Strategy's Expected Result/Impact:** Increased parental and community involvement **Staff Responsible for Monitoring:** Counselors, AP, Principal

Strategy 2 Details
Strategy 2: 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. We will also use ParentSquare to advertise events at the school and share reminders. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Frazier Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: We will focus first instruction within our math content blocks. Strategy: Students will respond to higher level questioning focused on hands on materials provided within the math content block. **Strategy's Expected Result/Impact:** First-instruction will be clear and focused in every math classroom. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal

Strategy 2 Details
Strategy 2: Instructional Focus: Strengthening first-time instruction for all students through specific targeted planning. Strategy: Students will participate in higher level questioning focused from Quantum Learning content strategies. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal

Strategy 3 Details
Strategy 3: Instructional Focus: Strengthening TELPAS instruction for all students through specific targeted planning in Speaking and Listening. Strategy:Students will participate in higher level questioning and intentional speaking and listening discourse designed to target students who previously showed no TELPAS growth. **Strategy's Expected Result/Impact:** Students will show TELPAS progress this school year. **Staff Responsible for Monitoring:** Teachers, AP, ISs, 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; PEAMs Teachers, I.S., and Counselors

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: 3rd - 5th grade choir, music memory, run club, 4th - 5th baseball team, basketball club, Gems/Jewels, Name That Book, & Field Trips. **Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** APs & Principal

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - The 2 class-size reduction teachers in 3rd grade and 4th grade. 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.

11. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, AP, Instructional Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: ISs & Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Throughout the current school year, we will hold different sports activities (baseball, soccer, run Group, 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKs will be taught daily utilizing HMH Structured Literacy lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** All safety protocols will be followed. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% . **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Provide monthly recognition and incentives for perfect attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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: 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, QL Professional training, and Student Management Strategies - Teachers will receive professional development from QL staff, Frazier Admin, ISs, and teachers. **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. **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 Parent and Family Engagement: We will use social media to post all school related events and activities. **Strategy's Expected Result/Impact:** Our community will see first-hand the impact our parents, teachers, and community members have on our students. **Staff Responsible for Monitoring:** Principal, APs, ISs, and Teachers
Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will encourage our parents to join our school's social media accounts. **Strategy's Expected Result/Impact:** Parents will receive information regarding upcoming events and photos of the great things taking place at Frazier Elementary. **Staff Responsible for Monitoring:** Principal, APs, ISs, and teachers

Cypress-Fairbanks Independent School District

Gleason Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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 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. **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: Student achievement of third grade students in math for approaches, meets, and masters. Strategy: Teachers will utilize rigorous whole and small group instruction and teach students a consistent problem solving plan in primary grades. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals and Principal.

Strategy 3 Details
Strategy 3: Instructional Focus: Student behavior management Strategy: Teachers will strengthen the implementation of consistent class meetings, relationship-building practices, and restorative practices across all classrooms. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Assistant Principals
Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: By the end of the current 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **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. **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **Strategy's Expected Result/Impact:** Students will meet or exceed the targets **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 Parent and Family Engagement: By the end of the current 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 2 Details
Strategy 2: Improving Social Media Presence: By the end of the current 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. **Strategy's Expected Result/Impact:** Consistent weekly posting of at least three high-quality updates. Increased family and community awareness of school activities. Stronger school-community relationships and improved perception of the campus culture. Progress toward achieving a 15% increase in Facebook followers by the end of the school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists.

Cypress-Fairbanks Independent School District

Hairgrove Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: To improve vocabulary instruction across all grade levels, with a focus on our EB students. 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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. 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, Reflex Math, and campus-created activities. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal
Strategy 3 Details
Strategy 3: Instructional Focus: Increase the 3rd grade math performance at the approaches level **Strategy's Expected Result/Impact:** Strategy: The level of instructional rigor needs to be increased across all subjects to match the level of the TEKS being testing for STAAR, and utilize targeted small group instruction where teachers know, understand how to use data to diversify instruction. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal

Strategy 4 Details

Strategy 4: Instructional Focus: To increase science vocabulary instruction and application across the grade levels

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.

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

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

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: 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 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: * Salaries: One classroom teachers, two interventionists, and 1 paraprofessionals will assist with helping students and reducing class size

* 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, PK/ Kindergarten night, etc. Staff members will communicate (using various methods)
information about these events and other opportunities to support our goal of increased parent involvement.

* Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources
will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 9 Details
Strategy 9: 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.

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **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. **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. **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. **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. **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. Incentives: 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) Monitoring System: 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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%. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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 campus will have Tosh McGaughy on Jan. 4 for an ECR training to enhance our ECR instruction. **Strategy's Expected Result/Impact:** The result of the learning is to learn how students learn best and strategies to implement in the classroom **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs

Strategy 2 Details
Strategy 2: High-Quality Professional Development: Our campus will have a Region IV PD for a math training to enhance our math small group instruction. **Strategy's Expected Result/Impact:** The result of the learning is to learn how students learn best and strategies to implement in the classroom **Staff Responsible for Monitoring:** Principal, APs, Counselors, 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 1%.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family 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. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 1%. **Staff Responsible for Monitoring:** Teachers, APs, Instructional Specialists, Principal

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increase parental involvement by 1% **Staff Responsible for Monitoring:** Teachers, APs, Principal

Cypress-Fairbanks Independent School District

Hamilton Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen Tier I instruction through intentional collaborative planning focused on rigorous, higher order learning experiences ,meaningful student discourse, targeted differentiation, and consistent progress monitoring to ensure all students demonstrate academic growth. Strategy:Students will engage in higher-order thinking, meaningful academic discourse, and rigorous learning tasks that deepen their understanding of the TEKS and support growth toward Masters-level performance. **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. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen Tier I instruction through intentional collaborative planning focused on rigorous, higher order learning experiences ,meaningful student discourse, targeted differentiation, and consistent progress monitoring to ensure all students demonstrate academic growth. Strategy:Students will participate in targeted small-group instruction based on individual data, specific skill needs, and areas for growth, receiving differentiated support and challenge to promote academic progress. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of identified skills and accelerated academic growth as a result of targeted, differentiated instruction, leading to reduced achievement gaps and increased performance at the Meets and Masters levels. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthen Tier I instruction through intentional collaborative planning focused on rigorous, higher order learning experiences ,meaningful student discourse, targeted differentiation, and consistent progress monitoring to ensure all students demonstrate academic growth.

Strategy:Students will receive timely, targeted instructional support based on ongoing progress-monitoring data, with instruction and interventions regularly adjusted to address individual skill gaps and accelerate academic growth.

Strategy's Expected Result/Impact: Students will demonstrate consistent academic growth and increased mastery of identified skills as instructional support is adjusted based on progress-monitoring data, resulting in narrowed achievement gaps and improved performance for At-Risk, Economically Disadvantaged, and SPED students.

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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** 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. **Strategy's Expected Result/Impact:** Executing the district's safety policies will create a safe environment for our students to grow and learn. **Staff Responsible for Monitoring:** Principal Assistant Principals 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principals 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. **Strategy's Expected Result/Impact:** 97% overall attendance rate **Staff Responsible for Monitoring:** Principal Attendance Secretary Administration Classroom Teachers

Strategy 2 Details
Strategy 2: "Lions Show Up" will be implemented to increase attendance. Phone calls, conferences, and attendance plans will be made to address chronic absences. **Strategy's Expected Result/Impact:** 97% overall attendance rate **Staff Responsible for Monitoring:** Principal Attendance Secretary Assistant Principals 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Administrators

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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), Counselor, Campus Bullying Committee

Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal Campus Secretary Administrators 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, Vertical Alignment Opportunities, District Provided Opportunities, and ECR teaching strategies. **Strategy's Expected Result/Impact:** Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. **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 Parent and Family Engagement:The campus will conduct parent surveys in both the fall and spring to systematically gather input regarding parent and community engagement **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. **Staff Responsible for Monitoring:** Principal , Assistant Principals, Instructional Specialists, and Counselor

Strategy 2 Details
Strategy 2: Improving Social Media Presence: The campus will post at least one time per week on Facebook to engage the community, increase awareness of school events, and highlight student and staff achievements. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Counselor

Cypress-Fairbanks Independent School District

Hancock Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: We will drive student achievement beyond 78% by delivering rigorous, engaging Tier 1 instruction--leveraging weekly planning and targeted PD to reverse 3rd and 5th-grade drops in reading, math, and science. Strategy: Students will participate in differentiated instruction to meet their specific needs (identified by data review) during GAP time, classroom small groups, and by working with support teachers and instructional paraprofessionals. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists
Strategy 2 Details
Strategy 2: Instructional Focus: We will drive student achievement beyond 78% by delivering rigorous, engaging Tier 1 instruction--leveraging weekly planning and targeted PD to reverse 3rd and 5th-grade drops in reading, math, and science. Strategy: Students will participate in rigorous lessons developed by teachers during planning. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

Strategy 3 Details

Strategy 3: Instructional Focus: We will drive student achievement beyond 78% by delivering rigorous, engaging Tier 1 instruction--leveraging weekly planning and targeted PD to reverse 3rd and 5th-grade drops in reading, math, and science.

Strategy: Students will participate in higher level questioning, intentional discourse and engaging activities as part of tier 1 instruction in the classroom.

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

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: 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries - The class size reduction teachers in 5th grade ELAR and Kindergarten 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. Our reading interventionist will help students with reading achievement.

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, Holidays at Hancock, 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.

Math Consultant - Our math consultant will help coach and develop teachers with their instructional capacity.

Professional Development - The principal will participate in executive leadership learning at RICE University.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Title 1 Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: We will also acknowledge students for their participation and effort through PBIS. **Strategy's Expected Result/Impact:** The students will work even harder to seek praise and acknowledgement. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Math teachers will facilitate whole group and small group stations each day during the math lesson. **Strategy's Expected Result/Impact:** Increased math proficiency **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-Managed Classrooms (Class Meetings via Announcements) & PBIS lessons are shared with staff and students. **Strategy's Expected Result/Impact:** Students and staff feel safe in a warm and positive environment conducive to student learning **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate and student achievement data will increase. **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, 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 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, AP's, Behavior Interventionist, Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: By fostering a culture of appreciation and recognition, staff attendance will increase. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **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. **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 Parent and Family Engagement: Plan and calendar events for parents in advance, so they can plan to attend. **Strategy's Expected Result/Impact:** We will get more parent participation if we give them advance notice of campus events. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title 1 Coordinator

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We plan to let parents know about our social media pages on all our communication (flyers, letterhead, school messenger, etc). **Strategy's Expected Result/Impact:** We expect more parent participation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Secretary

Cypress-Fairbanks Independent School District

Hemmenway Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically under performing student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Instructional Rigor Strategy: Students will engage in quality instruction that is rigorous, relevant, and targeted to remediate and/or enhance student achievement with fidelity including visuals, manipulatives, small group participation, and data tracking to increase student engagement, leadership, and ownership of learning. **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 Alignment Strategy: Students receiving special education services will engage in scaffolded instruction through resource programming which is comparable to grade level standards and expectations. **Strategy's Expected Result/Impact:** Students will receive instruction with scaffolds to promote performance on standards at grade-level. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 3 Details
Strategy 3: Instructional Focus: Improve Instructional Strategies Strategy: EB students will engage in instructional strategies that build English language proficiency. **Strategy's Expected Result/Impact:** 46% of students will show one year's growth or more on TELPAS. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers of EB students

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 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: Leader in Me, Choir, STEM Club, Cheer Squad, Student Council, Soccer, Name that Book, etc.

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

Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Club Sponsors

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - The 5th grade class-size reduction teacher, testing coordinator, 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. Leader in Me - Students will participate in learning based on the 7 Habits of Highly Effective People which build ownership and leadership.

7. Extended Day Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP, including a summer enrichment Jumpstart Camp to take place in July 2027.

8. 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.

9. 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.

10. 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.

11. 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).

12. 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.

13. 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.

14. 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.

15. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers
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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will engage in high quality math instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Math Teachers
Strategy 2 Details
Strategy 2: Students will engage in math fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Math Teachers
Strategy 3 Details
Strategy 3: Students will engage in instruction with modeled and expected problem-solving processes. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Math Teachers
Strategy 4 Details
Strategy 4: Students will engage in small group math instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Math teachers
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

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. **Strategy's Expected Result/Impact:** Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Admin. Team Members

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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principal

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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Behavioral Interventionists, Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Campus Secretary, Principal

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. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return. **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers

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 Family Engagement: We will provide additional opportunities for parent participation (e.g. Parent Expo, Parent Showcase Days during the instructional day, Leader in Me Family Connection activities) shared by teachers through ParentSquare. **Strategy's Expected Result/Impact:** More parents will engage and learn how to support their students at home. **Staff Responsible for Monitoring:** Principal. Assistant Principals. Instructional Specialists, Admin Team, Teachers

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Campus staff will post twice a month to share campus highlights. **Strategy's Expected Result/Impact:** The campus will have an increased social media presence. **Staff Responsible for Monitoring:** Principal, Assistant Principals. Instructional Specialists, Admin Team

Cypress-Fairbanks Independent School District

Holbrook Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Reading 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 on high yield instructional and engagement strategies, observing, reviewing data, and providing feedback for teachers to improve first instructional practices. **Strategy's Expected Result/Impact:** Increase of students scoring at the Approaches, Meets, and Masters levels. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Math 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 on high yield instructional and engagement strategies, observing, reviewing data, and providing feedback for teachers to improve first instructional practices. **Strategy's Expected Result/Impact:** Increase of students scoring at the Approaches, Meets, and Masters levels. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal

Strategy 3 Details

Strategy 3: Instructional Focus: Science

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 on high yield instructional and engagement strategies, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.

Strategy's Expected Result/Impact: Increase of students scoring at the Approaches, Meets, and Masters levels.

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) Campus Based Field Trips
4) Team Time
5) Student Leadership Opportunities (Announcements, Reading Tutors, Buddies, Student Council, 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1) Salaries - The Class Size Reduction Teacher in 3rd grade 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, VIPS Board, 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.
13) Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, and Content Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: We will focus on celebrating student growth in the following areas by focusing on "Next Level" - Anchored, Aligned, and Accountable
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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Student scores will meet or exceed the district performance objective. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Students will meet or exceed the district goal for MAP. **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 **Strategy's Expected Result/Impact:** Stakeholders will participate in ensuring Holbrook remains a safe campus for all **Staff Responsible for Monitoring:** Principal, Assistant Principals, 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant 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. **Strategy's Expected Result/Impact:** 96% overall attendance rate **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) **Strategy's Expected Result/Impact:** 96% overall attendance rate **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, Crisis Prevention, Team Time Lessons, and the use of restorative practices. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, and PBIS Committee
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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, vision, procedures, and systems.

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. **Strategy's Expected Result/Impact:** Increased staff retention, involvement, and ownership **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 **Strategy's Expected Result/Impact:** Classroom implementation of professional learning Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement **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 **Strategy's Expected Result/Impact:** Improved targeted professional development **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 Parent and Family Engagement: We will provide multiple opportunities for Parent and Community Engagement and inform them in advance (in monthly and weekly newsletters). Opportunities include but are not limited to: Volunteer opportunities, Community Events, Frequent Surveys, and/or Parent Meetings. **Strategy's Expected Result/Impact:** Increase in participation and engagement through volunteer opportunities, participation, and surveys completed. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: 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 "Next Level!" Anchored, Aligned, Accountable **Strategy's Expected Result/Impact:** Increased parent and community involvement on social media. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff

Cypress-Fairbanks Independent School District

Holmsley Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: We will consistently differentiate instruction in every subject and grade level. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Instructional Focus: To close achievement gaps in student groups for ELAR, Math and Science. Strategy: We will have a designated time where general education and special education teachers (case managers) meet to discuss curriculum. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal

Strategy 3 Details
Strategy 3: Instructional Focus: K-2 student performance on MAP in Reading and Math. Strategy: We will use more time to analyze map data and make sure that it is used to differentiate instruction. **Strategy's Expected Result/Impact:** The percentage of K-2 students meeting their targets will increase **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries- One class size reduction teacher in 5th grade for Math/Sci, one Testing Coordinator and one Behavior Specialist

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.

7. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Title I contact and Campus Secretary

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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. **Strategy's Expected Result/Impact:** Increase Student Engagement to 95% **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **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. **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. **Strategy's Expected Result/Impact:** 100% of students will know their expectations for an actual emergency/crisis. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be less than 2% **Staff Responsible for Monitoring:** Behavior Interventionist and Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will be at least 96.6%. **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. **Strategy's Expected Result/Impact:** This will result in students engaged in high yield strategies for good first instruction. **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 Parent and Family Engagement: Develop a strong mentoring program and have more community members come and volunteer. **Strategy's Expected Result/Impact:** Increase Parent and Community Engagement to 95% **Staff Responsible for Monitoring:** Principal and Counselor

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Holmsley will have a committee to help enhance the social media that we already put out. **Strategy's Expected Result/Impact:** We will improve Social Media Presence to 95% **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Hoover Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Clearly define rigor and differentiation for the campus and provide visual representations for teachers to build from throughout the year. **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. **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. 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. **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. **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: - (1) behavior specialist
- (1) class size reduction teacher
- temporary workers to provide intervention for students
- staff development for teachers
- instructional supplies to supplement classroom instruction
- field trips to expand student prior knowledge of instructional topics
- Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal and Administration

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **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. **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. **Strategy's Expected Result/Impact:** Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time. **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. **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. **Staff Responsible for Monitoring:** Campus Administration

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Teachers will utilize data from their monitoring notebooks to differentiate and drive instruction. **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. **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. **Strategy's Expected Result/Impact:** Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time. **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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day. **Strategy's Expected Result/Impact:** Increase staff attendance. **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. **Strategy's Expected Result/Impact:** Increase staff attendance **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 based on our instructional goal and data gathered from Master Teacher walk-throughs **Strategy's Expected Result/Impact:** Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps. **Staff Responsible for Monitoring:** Administration
Strategy 2 Details
Strategy 2: High Quality Professional Development: All staff will receive weekly pocket PD's throughout the year to build teaching capacity. Topics will include, but not limited to:8 instructional strategies to deepen student learning and impact according to Hattie's visible learning scale; teaching with urgency; rigor; differentiation, etc. **Strategy's Expected Result/Impact:** Meet or exceed targets on attached data tables **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. **Strategy's Expected Result/Impact:** Increased teacher awareness, self-reflection, and professional growth. **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 implement on our campus. **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. **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 Parent and Family Engagement: Parent Volunteer Opportunities **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. **Staff Responsible for Monitoring:** Campus Administration

Strategy 2 Details
Strategy 2: Improving Social Media Presence **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. **Staff Responsible for Monitoring:** Campus Administration

Cypress-Fairbanks Independent School District

Horne Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: * Salaries: 1 Parent Liaison and 1 Behavior Specialist
* 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.
* Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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

Targeted Support Strategy

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

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

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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 **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be under 1% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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. **Strategy's Expected Result/Impact:** All staff will strengthen their individual skill set and reduce individual areas of professional weakness. **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

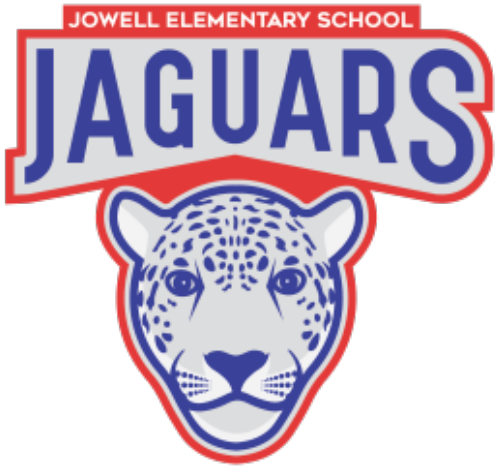
Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: We will communicate more frequently and provide more advanced notice of events. **Strategy's Expected Result/Impact:** This strategy will improve parent and family engagement by allowing families to plan to attend our events. This will also build trust, encourage collaboration and show that family involvement is encouraged. **Staff Responsible for Monitoring:** Leadership, teachers

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Create more opportunities for student and staff activities to be posted on as many social media outlets as possible. **Strategy's Expected Result/Impact:** Highlighting the great events and activities to draw in more interest in our campus. **Staff Responsible for Monitoring:** Leadership

Cypress-Fairbanks Independent School District

Jowell Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Students will regularly experience content and language supports during test talks, small group work with the teacher, and assessments. Strategy: Students will be provided with increased opportunities to experience content and language supports during test talks, small group work with the teacher, and assessments. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs

Strategy 2 Details
Strategy 2: Instructional Focus: Providers of in class support will build their capacity of support. Strategy: Providers of in class support will huddle with general education teachers four days a week. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs

Strategy 3 Details
Strategy 3: Instructional Focus: A variety of students will be met with during small group instruction within Tier 1 instructional minutes. Strategy: Teachers will record small group data in the Data Progress Monitoring binders and the binders will be checked every two weeks. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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: Animal Helpers, Jaguar Leader, News Crew, Jowell Ambassadors, Gifted and Talented programming, Student Reporters, The 7 Habits of Happy Ukulele Players, and Run 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

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 collaborate after school up to one hour a week to adjust lesson plans/select materials/internalize lessons 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 fund supplies for The 7 Habits of Happy Ukulele Players, which includes materials such as ukuleles, storage racks for ukuleles, instruction booklets, extra duty pay for the counselor and music teacher who plan and lead the class, tuners, and replacement strings.

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.

11. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: improve implementation of student reporters by implementing it year-long and including additional student groups. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 procedures from EOP will be reviewed two times per school year. **Strategy's Expected Result/Impact:** Increased knowledge and awareness of procedures. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Counselors/APs/Principals

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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 with a badge added to their nameplate. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .1%. **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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .1%. **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 bys, goal setting, and planning discussions. **Strategy's Expected Result/Impact:** Teachers will gain more knowledge to improve instruction impacting student progress. LT will increase the coaching and support of teachers resulting in improved instruction. **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 Parent and Family Engagement: teach parents how to help their child at home (publication and communication via Jowell and Hoover). **Strategy's Expected Result/Impact:** By the end of the current school year, parent engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: maintain a reasonable plan to post from social media at least a once a week **Strategy's Expected Result/Impact:** By the end of the current school year, parent engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Keith Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Intentional strengthening of Tier 1 instruction in the primary grades to include a focus on a deep understanding of the standards and lesson internalization to produce more rigorous instruction. Strategy: Students will engage in rigorous lessons that are well-planned and encourage higher-level thinking. **Strategy's Expected Result/Impact:** Improved quality of first instruction. **Staff Responsible for Monitoring:** Principal/ Assistant Principal/ Instructional Specialists/ Teachers
Strategy 2 Details
Strategy 2: Instructional Focus: Intentional focus on the consistency of implementation of practices that support fact fluency and ECR development and organization in the upper grades. Strategy: Students will engage in fact fluency practice in the classroom, during transitional times, and/or with community volunteers to improve math fact fluency. **Strategy's Expected Result/Impact:** Students will improve fact fluency and gain the foundational automaticity required to solve complex, multi-step problem-solving tasks efficiently. **Staff Responsible for Monitoring:** Principal/ Assistant Principal/ Instructional Specialist/ Teachers
Strategy 3 Details
Strategy 3: Instructional Focus: Intentional focus on the consistent implementation of practices that support fact fluency and ECR development and organization in the upper grades. Strategy: Students will receive feedback to help them develop extended constructed responses that score in the 8, 9, and 10-point range on the STAAR rubric. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal/ Assistant Principal/ Instructional Specialist/ 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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Improving Student Engagement: Staff will be invited and encouraged to sponsor a student activity. We will host an engagement night to help students get connected to extracurricular activities.

Strategy's Expected Result/Impact: More students will participate in extracurricular activities.

Staff Responsible for Monitoring: Principal/ Assistant 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will participate in foundational TEKS instruction daily, utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, ELAR Instructional Specialist, Teachers

Strategy 2 Details
Strategy 2: Students will engage in formative assessments to determine progress and the need for intervention. Progress will be recorded in a monitoring notebook. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will engage in math fluency activities for at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math Instructional Specialist, Teachers
Strategy 2 Details
Strategy 2: Students will engage in formative assessments to determine progress and the need for intervention. Progress will be recorded in a monitoring notebook. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, 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: Keith Elementary staff will implement Positive Behavior Interventions and Support (PBIS) through classroom lessons and daily staff-student interactions. PBIS rubrics will be posted in all TFI locations. **Strategy's Expected Result/Impact:** TFI report will reflect that Keith earned all available rubric points. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, PBIS team, and Principal
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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary

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 96.25% 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. **Strategy's Expected Result/Impact:** Student attendance rate will meet or exceed 96.25% **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) **Strategy's Expected Result/Impact:** Student attendance rate will meet or exceed 96.25% **Staff Responsible for Monitoring:** 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. Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. **Strategy's Expected Result/Impact:** Violent incidents will be at 0%. **Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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. **Strategy's Expected Result/Impact:** Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" that various forms of feedback are given to help improve their performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Staff Development liaison

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 Family Engagement: We will increase and better advertise opportunities for parents to volunteer. **Strategy's Expected Result/Impact:** We will increase our volunteer base. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will increase our use of social media to display academic content and focus on learning in the classrooms. **Strategy's Expected Result/Impact:** Parents will have a better understanding of what is happening inside of the classrooms. **Staff Responsible for Monitoring:** Instructional Leadership Team

Cypress-Fairbanks Independent School District

Kirk Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: We will implement systems with fidelity that strengthen the instructional core. Strategy: Respond to Learning - We will respond early and quickly when students do not demonstrate mastery by implementing a consistent common formative assessment cycle across grade levels **Strategy's Expected Result/Impact:** Students will demonstrate mastery of grade-level standards through rigorous tasks, with timely support and reteaching when learning gaps are identified. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches

Strategy 2 Details
Strategy 2: Instructional Focus: We will implement systems with fidelity that strengthen the instructional core. Strategy:Monitor the Instructional Core: We will strengthen our observation and feedback system by incorporating student task analysis, with increased attention to what students are doing, thinking, and producing. **Strategy's Expected Result/Impact:** Students will consistently engage in rigorous, grade-level tasks that demonstrate their thinking, understanding, and mastery of the standards. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches

Strategy 3 Details

Strategy 3: Instructional Focus: We will implement systems with fidelity that strengthen the instructional core.

Strategy:Track Progress: We will establish and consistently monitor data-tracking systems across all grade levels to identify trends, measure student progress, and ensure timely instructional response.

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Strategy's Expected Result/Impact: Students will demonstrate continuous progress toward grade-level mastery, with learning needs identified and addressed before gaps widen.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: With Title one support, Kirk will implement the following measures.

1. Salaries for class size reduction teacher in fourth grade, testing coordinator, 2 clerical paras.
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.
6. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Title one coordinator.

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

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.We will have 2 baseball teams for students in grades k-5. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **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. **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. **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. **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. **Strategy's Expected Result/Impact:** 100% of EOP safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal, Behavior Interventionist, Counselor, Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/ paraprofessional attendance will increase by 1%. **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. **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. **Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table **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 Parent and Family Engagement: 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. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **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. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Lamkin Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Strengthen Purposeful Planning & Lesson Preparation: Prioritize an engaging hook to activate thinking and a purposeful closure to check for understanding and solidify learning. Monitor preparedness in planning sessions and carry through to instruction. **Strategy's Expected Result/Impact:** Increased student achievement data **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal (We Climb Team)

Strategy 2 Details
Strategy 2: Instructional Focus: Establish systems and instructional practices to support high quality first instruction in all subjects and grade levels to lead to higher levels of student achievement and growth with a focus on students in the White, African American and SPED sub populations. Strategy: Monitor Student Progress & Growth: Consistently monitor student learning and progress throughout instruction and achievement bands. Use student data to adjust instruction, identify areas of need, and provide targeted support.Establish meaningful student growth goals and involve students in monitoring their own progress. **Strategy's Expected Result/Impact:** Increased student achievement data **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal (We Climb Team)

Strategy 3 Details
Strategy 3: Instructional Focus: Establish systems and instructional practices to support high quality first instruction in all subjects and grade levels to lead to higher levels of student achievement and growth with a focus on students in the White, African American and SPED sub populations. Strategy: Use Data to Drive Coaching & Instructional Conversations: Utilize WeClimb and CF-TESS data to identify instructional trends and areas of need. Align coaching conversations and professional learning to specific teacher and student needs. **Strategy's Expected Result/Impact:** Increased student achievement data **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal (We Climb 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. **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, 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:** Assistant Principals, Counselors, Principal

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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. 1 full time behavior specialists/ PBIS Coordinator
b. 1 part time content interventionist- primary reading
c. 1 full time instructional paraprofessional
d. 1 full time class size reduction teacher - Math/Science

(2) Supplies, materials, and consumables will support students meeting their goals as specified in the CIP.

(3) 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, and Sweetheart Night. These events will help meet our goal of increased parent involvement - consultants, supplies and snacks.

(6) Snacks will be provided for after school tutoring.

(7) Staff Professional Development for paras, teachers and admin - consultants, conferences and supplies.

(8) Field Trips

(9) Transportation for Field Trips

(10) Consultants for students - campus based learning experiences

(11) Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary, Instructional Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Students will be encouraged to attend school events this year. Also, students will be assigned membership to a kid crew to help with tasks around school and in the classroom. **Strategy's Expected Result/Impact:** Participation will increase student responsibility and school pride and connectedness. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: We will strengthen teacher planning by focusing on preparedness, rigor, student engagement, and student data to deliver quality first instruction and providing differentiated supports within the classroom. **Strategy's Expected Result/Impact:** Increased student reading proficiency **Staff Responsible for Monitoring:** Instructional Specialists and Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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 newly adopted math curriculum and its varied components. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. Lamkin will: - recognize perfect attendance each day by class. Once a class reaches 10 days, an incentive will be implemented.This will repeat throughout the year with increments of 10 days. - track parent contact through a record keeping document. -implement a systematic plan for reaching out to parents of students with poor attendance and tracking the communication. - communicating with families via newsletter, social media platforms, and Parent Square about the importance of good attendance and compulsory attendance elements. -recognize students at the end of a marking period for good attendance through a certificate. - plan monthly attendance surprise events for all students at school that particular day. **Strategy's Expected Result/Impact:** 95%+ overall attendance rate **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) - utilize attendance contracts and provide missed work to be completed- "Attendance Packets" **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. Topics will include: -character traits from BOTB and CKH (ex: self direct, respect, empathy) -how to be a good friend -violence prevention -de-escalation and controlling anger -anti-bullying strategies and how to just say no and stand up for the bystander -see something/say something **Strategy's Expected Result/Impact:** Violent Incidents will remain at 0% **Staff Responsible for Monitoring:** Behavior Specialists, Assistant Principals, Principal, Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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%. Monthly data will be shared in staff newsletters and recognition of staff who have excellent attendance will occur after each marking period. Discussion will include the benefits of accumulating days for emergencies. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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. Topics to be included We Climb high yield instructional strategies, small group instruction, technology use, differentiation, using data to drive instruction, and classroom management. 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. **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. **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 Parent and Family Engagement: Share 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 links sent through Parent Square. **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. **Staff Responsible for Monitoring:** Instructional Specialists and Principal
Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will ensure that social media posts include academic focused events and details. **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. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Lee Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen small group instruction in all content areas using data to plan for the specific needs of our African American and Hispanic student populations. Strategy: Students will engage in targeted small-group instruction that provides differentiated support, addresses learning gaps, and accelerates academic growth. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Instructional Focus: Close the gap between Approaches and Above and Meets and Above performance in 4th and 5th grade Math. Strategy: Students will demonstrate growth toward the next performance level through targeted small-group instruction, standards-based practice, and increased opportunities to apply mathematical reasoning and problem-solving skills. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

Strategy 3 Details

Strategy 3: Instructional Focus: Accelerate students from Approaches and Above to Meets and Above in 4th grade reading

Strategy: Students will demonstrate measurable growth in identified reading skills and increase their performance toward Meets and Above through targeted instruction, differentiated learning opportunities, and ongoing progress monitoring.

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

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.

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

Staff Responsible for Monitoring: Principal, Assistant Principals, Nurse, Counselors, Physical Education 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: Soccer Team through Club Rewind, Campus Soccer Team, GT Showcase, Student Council, Field Trips, Family Fitness Night, and Honor Choir.

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

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

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

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.

15. Salaries for Instructional Paraprofessionals.

16. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Encourage students to participate in campus wide events after school by offering door prizes, make and take activities, physical activities, and free books. **Strategy's Expected Result/Impact:** Student Engagement will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will participate in flexible, skill-based small groups based on individual reading data and growth needs. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

Strategy 2 Details
Strategy 2: Students will reflect on their reading growth, identify strategies that helped them improve, and establish a specific next goal. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will engage in rigorous, high-quality math learning experiences that deepen their understanding of grade-level TEKS through purposeful use of district resources, problem-solving, and hands-on math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Students will receive differentiated instruction aligned to their individual math skill targets and learning needs and engage in targeted practice. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists, Teachers
Strategy 3 Details
Strategy 3: Students will use strategies for computation and problem-solving that are vertically aligned across the campus to ensure deeper understanding of processes. **Strategy's Expected Result/Impact:** Increased math proficiency **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 a student mentoring program. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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 3 consecutive days, communicating attendance percentages through campus newsletters. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers, 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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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, Quantum Learning, Everyday Speech, and specific behavior coaching. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **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

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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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 could 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 Instruction, and others as the need is identified. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, 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 Parent and Family 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. **Strategy's Expected Result/Impact:** Parent and Community Engagement will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist
Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Social Media Presence will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists

Cypress-Fairbanks Independent School District

Lieder Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Our instructional focus is to eliminate instructional interruptions caused by chronic off-task behaviors. Strategy: Students will participate in engaging, student-centered lessons, without interruptions from peers exhibiting high-risk behaviors. **Strategy's Expected Result/Impact:** Our third- to fifth-grade students will meet or exceed STAAR targets. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Leadership Team & Teachers

Strategy 2 Details
Strategy 2: Instructional Focus: Improve the quality and consistency of first instruction Strategy: Students will receive daily rigorous lessons that include accountable student talk, high-level questioning, and checks for understanding. We will plan for rigorous lessons during bi-weekly strategic planning sessions that follow a PLC model. **Strategy's Expected Result/Impact:** When students receive rigorous first instruction, they are better equipped to master the TEKS and improve areas of deficiency. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Principal, and Assistant Principals

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: Students' understanding of nutrition and fitness will improve.

Staff Responsible for Monitoring: Principal, Assistant Principal & P.E. Teacher

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:

Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education by offering activities that address the needs of the academic, social-emotional, mental, and physical health of the student.

Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Specialist & Counselor

Strategy 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - We will provide three class size reduction teachers and a testing coordinator to assist with meeting our student achievement goals in the areas of reading, writing, mathematics, 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, including the Teacher Leadership Institute and Mentor Pilot Program.

4. Consultants - We will provide a consultant from Title 1 funds to continue our growth as a Leader in Me Lighthouse School and restructure Lieder's framework to focus on academic achievement.

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 extra duty pay to support tutoring and parent & family engagement throughout the year 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 will be purchased to increase rigor and engagement in classroom lessons.

10. Parent & Family Engagement - We will increase our parent and family involvement throughout the year through events like Curriculum Night, Fall Family Fun 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(Leopard Link), Parent Square, social media, and other communication efforts.

11. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal & Title 1/Testing Coordinator

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.

Strategy's Expected Result/Impact: 1. Targeted Interventions: Students will benefit from targeted intervention support designed to improve proficiency rates in mathematics, science, and reading. Funds will support interventionists and provide extra-duty pay for teachers who provide additional academic support.

2. Curriculum-Related Field Trips: Students will participate in curriculum-related field trips that provide authentic, hands-on learning experiences and reinforce classroom instruction.

3. FAPE Events: We will host FAPE (Family and Parent Engagement) events throughout the school year to strengthen family engagement, support student success, and promote the development of the whole child.

4. PBIS: Funds will support the PBIS store and student incentives to reinforce positive behaviors, strengthen our campus behavior systems, and promote a safe, positive learning environment.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: Improving Student Engagement: By the end of the current 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%.

Strategy's Expected Result/Impact: We will increase student attendance by 1%.

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: We will analyze mClass and MAP data after each assessment to create targeted small groups and instruction. **Strategy's Expected Result/Impact:** Students' reading and mathematics proficiency rates on district and state assessments will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Leadership Team & Teachers

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: We will use district-created lessons and related resources in grades PK-1, modifying and discussing their implementation and effectiveness weekly in planning. **Strategy's Expected Result/Impact:** Students' mathematics proficiency rates will increase. **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

Strategy 1 Details
Strategy 1: Campus Safety: We will teach and practice the implementation of drill expectations using morning meetings and monthly crisis drills. **Strategy's Expected Result/Impact:** Students will be prepared for crisis drills and follow the standard operating procedure for each drill. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal & Assistant Principal
Strategy 3 Details
Strategy 3: We will create systems to address chronic behavioral interruptions and reward positive behaviors through the implementation of PBIS. **Strategy's Expected Result/Impact:** Our discipline referrals will be reduced by 5%. **Staff Responsible for Monitoring:** Behavior Interventionist, 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 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0%. **Staff Responsible for Monitoring:** Counselors, Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will have at least one teacher appreciation event or celebration for all staff each marking period. We will implement and enforce "blackout days". **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Campus 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 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 engage in PD that improves pedagogy and improves the implementation of quality first instruction. **Strategy's Expected Result/Impact:** Staff will implement the academic framework associated with Leader in Me by teaching the 7 Habits and using the academic framework to create and celebrate achievement goals. **Staff Responsible for Monitoring:** Leader in Me Lighthouse Leadership Team, 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 Parent and Family Engagement: By the end of the current school year, we will provide monthly family engagement opportunities, such as, but not limited to Parent University, Title I Parent Meetings, CPOC, Curriculum Nights, and Multicultural programs, to provide multiple opportunities for families to engage in our school community. **Strategy's Expected Result/Impact:** We will increase family and community engagement by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Specialist, Counselor & Instructional Specialists

Strategy 2 Details
Strategy 2: Improving Social Media Presence: By the end of the current school year, we 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. **Strategy's Expected Result/Impact:** We will increase family and community engagement at evening events by 5%. **Staff Responsible for Monitoring:** Principal, Counselor, Instructional Specialist & Behavior Specialist

Cypress-Fairbanks Independent School District

Lowery Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically under performing student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Weekly schedules will be designed to honor mandatory, intentional planning with the instructional coaches to internalize Tier 1 instruction and make adjustments in small group plans based on student data analysis with additional focus on student groups of two or more races, African American and special education. Strategy: Wednesdays will be planning day without IEP meetings. All teachers, including teachers teaching large group and special education, will attend planning with our instructional coaches. **Strategy's Expected Result/Impact:** All students will make expected growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Staff will vertically align writing process for extended constructed responses in grades 2-5, focusing on the importance of identifying the prompt to craft a thesis and use evidence to support the thesis. Strategy: Teachers will collaborate on writing process, calibrate and analyze student writing and implement school wide system for writing ECR. **Strategy's Expected Result/Impact:** Students will make incremental growth. Average ECR score will increase to 6. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 3 Details

Strategy 3: Instructional Focus: Tier III instruction will be strengthened through weekly planning with instructional coaches and supported with guidance from district instructional coaches.

Strategy: Teachers teaching special education will attend weekly planning with the instructional coaches with a focus on providing just right intervention and supports ensuring every student grows.

Strategy's Expected Result/Impact: Students receiving special education services 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, 4th and 5th grade Choir, Name that Book, Chess Club, Principals' Advisory Committee, and enrichment through Club Rewind.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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. Two teacher's aides (paraprofessionals) will be hired to assist with providing needed in class support to students receiving special education services.

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: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: We will provide pop up award ceremonies to motivate and celebrate students and staff for effort, achievement, determination, perseverance and conduct. **Strategy's Expected Result/Impact:** Students will grow academically. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Kindergarten to third grade will implement daily foundational skills with fidelity. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Teachers, IS, AP, Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: We will implement the district curriculum with fidelity. **Strategy's Expected Result/Impact:** Student growth on MAP **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: Implement necessary procedural changes learned through practice drills and requested by CFISD to ensure student safety. **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 **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 96% overall attendance rate **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. We will incentivize students for attendance each 9 weeks. **Strategy's Expected Result/Impact:** 96% overall attendance rate **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 by reinforcing Bringing out the Best. Lowery Staff will use common language when we talk about desired behaviors by implementing PBIS. Staff will engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Mandatory daily class meetings will build a positive classroom community therefore reducing physical aggression towards students and staff. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Staff, Behavior Specialist, Assistant Principals, Counselor, Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 Principals, Campus Bullying Committee
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **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: Teachers have an opportunity to attend Capturing Kids' Hearts, Teach Big 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. **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. Teach Big focuses on writing extended constructed responses. Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture. Gather staff input once per semester, at minimum, on campus specific professional development needs. **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: Lowery staff will ensure parents are informed of ways to support their children at home as requested in the Title 1 Parent Survey.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Lowery will offer frequent face to face opportunities such as Backpack Beginnings, 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. **Strategy's Expected Result/Impact:** Increased participation in events and volunteering opportunities as well as increased feedback and input **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Lowery will use voice/videos of students and adults to showcase happenings at Lowery. **Strategy's Expected Result/Impact:** Increase social media following **Staff Responsible for Monitoring:** All Staff
Strategy 3 Details
Strategy 3: Lowery staff will ensure parents are informed of ways to support their children at home as requested in the Title 1 Parent Survey. **Strategy's Expected Result/Impact:** Parents will use resources to help their children grow academically. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal

Cypress-Fairbanks Independent School District

M. Robinson Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. 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. **Strategy's Expected Result/Impact:** Increase in STAAR performance in the Approaches, Meets, and Masters levels. **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. 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. **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, 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.- Temporary Workers - Several temporary workers will work on reading, math, science, and special education to help students achieve their academic goals.

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 (Life Skills, PK, and KG) - Ready to Grow Gardens will provide hands-on learning experiences to support the Science curriculum. Mother Goose will foster a 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.- Library Books -We will increase the book selection in the library for students to develop a stronger interest in reading.

10.- Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily, utilizing HMH Structured Literacy Lessons **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialists.

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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 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 implementing PBIS and Sanford Harmony activities during circle time to create a respectful learning environment. Students will also be trained on the 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. **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. Students will increase knowledge to deal with difficulties/conflict and awareness of expectations as well as ways to seek assistance for resolution. **Staff Responsible for Monitoring:** Principal, Counselor, Behavior Specialist, 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. **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. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, 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, preventive measures to teach rules, procedures, and expectations that create a positive school climate. At M. Robinson, we will use Sanford Harmony during morning meetings and social skills lessons, as well as the counselors providing monthly guided lessons, the presentation of project safety, and Bringing Out the Best. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Specialist.
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: M. Robinson will recognize perfect attendance every month, rewarding teams with the best attendance every nine weeks by covering lunch/recess duty for them and providing jean passes. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **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. Professional Development opportunities: New Teacher Orientation, New Teacher Academies, 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. **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 Parent and Family 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 **Strategy's Expected Result/Impact:** Higher Parent and Community Engagement **Staff Responsible for Monitoring:** Leadership Team
Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Leadership Team

Cypress-Fairbanks Independent School District

Matzke Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Increase student achievement in Reading. Strategy: Students will engage in rigorous, standards-aligned tasks, demonstrate their understanding throughout the lesson, and respond to feedback to strengthen their learning. Students will explain their thinking, work through misconceptions, apply their learning to appropriately challenging tasks, and use checks for understanding to recognize what they know and what they still need to learn. **Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels **Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs)
Strategy 2 Details
Strategy 2: Instructional Focus: Increase student achievement in Math Strategy: Students will engage in rigorous, standards-aligned tasks, demonstrate their understanding throughout the lesson, and respond to feedback to strengthen their learning. Students will explain their thinking, work through misconceptions, apply their learning to appropriately challenging tasks, and use checks for understanding to recognize what they know and what they still need to learn. **Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels **Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs)

Strategy 3 Details

Strategy 3: Instructional Focus: Increase student achievement in Science

Strategy: Students will engage in rigorous, standards-aligned tasks, demonstrate their understanding throughout the lesson, and respond to feedback to strengthen their learning. Students will explain their thinking, work through misconceptions, apply their learning to appropriately challenging tasks, and use checks for understanding to recognize what they know and what they still need to learn.

Strategy's Expected Result/Impact: Increase in Approaches, Meets and Masters levels

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries: Class size reduction teachers will be utilized in 2nd, 4th and 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 and a behavior support paraprofessional 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.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

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. **Strategy's Expected Result/Impact:** Increased student engagement **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will receive differentiated, targeted instruction based on identified skill gaps and demonstrate progress through frequent opportunities to practice, receive feedback, and apply learning independently. **Strategy's Expected Result/Impact:** Increase in percentage of students who meet their RIT score or show growth **Staff Responsible for Monitoring:** Instructional Leadership Team

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will receive differentiated, targeted instruction based on identified skill gaps and demonstrate progress through frequent opportunities to practice, receive feedback, and apply learning independently. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Decreased number of office referrals and reports of bullying. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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: Students will maintain regular attendance and actively engage in daily Tier 1 instruction and intervention, allowing them to build skills consistently, address unfinished learning, and demonstrate continued academic growth. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers and Administrators
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will increase by 1%. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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. **Strategy's Expected Result/Impact:** Teachers will grow as professionals and increase their craft. **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 Parent and Family Engagement: Provide ways for parents to be involved other than the "regular" activities, primarily by establishing a VIPS committee. **Strategy's Expected Result/Impact:** Increased parental involvement. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will have at least one post weekly on all 3 sites (FB, IG and X) that focuses on academics. **Strategy's Expected Result/Impact:** Improved awareness of events and progress being made on campus. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

McFee Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Reading Strategy: RLA: Teachers will use DPM, Benchmarks, STAAR, MAP, mClass, and CIRCLE (Primary) to deliver content and drive small-group instruction. Teachers will use the data to 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 weekly. The 5th Grade 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. Teachers will provide students with opportunities to practice on the testing platform. Teachers will have data digs after every district 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. Saturday camps will be offered to students in the Fall and Spring. Tutorials will be offered to students; snacks will be provided. **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 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 STEMSCOPES Adoption. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will use MAP, CCA (Critical Content Assessment), Benchmark, Spiral to Mastry 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 may 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. Fact fluency is developed through ST Math and STEMSCOPES. Research-based strategies 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. At Least one teacher will attend district content trainings and share information with the team. 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. Saturday camps and tutorials will be offered to students. Title I tutors will meet with students for small group instruction. Tutorials will be offered to students; snacks will be provided.

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 (HMH is aligned) 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 may incorporate the creation of anchor charts and interactive word walls during initial instruction and display them in the classroom for student reference. 5th Grade teachers will conduct strand checking. Teachers will use MAP, DPM, CCA, and Benchmark (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 will accompany learning and provide hands-on experiences for students. An additional review for 5th graders will be in April for STAAR. 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. Science camps will be offered in the Fall and Spring.

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 Ambassadors,Weekly Read Alouds with Librarian, STAAR Night, Meet the Teacher, Open House, Book Fair, Digital Citizen, College Week, Academic Night, Multicultural awareness, 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, Ukele Club, Music Memory and campus afterschool events such as Winter Wonderland and Spring Fling.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries: 1 Testing Coordinator, 1 Behavior Specialist, and 2 teachers (5th and 2nd) will assist with helping students and reducing class size in our highest areas of need. Temporary workers (interventionists) will be meeting with students to assist with skills being taught.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** 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.
Strategy 2 Details
Strategy 2: Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** 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.
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. **Strategy's Expected Result/Impact:** 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.
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** 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 Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** 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. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** 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. **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. **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. **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. **Strategy's Expected Result/Impact:** 96% overall attendance rate **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. **Strategy's Expected Result/Impact:** 96% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **Strategy's Expected Result/Impact:** Teachers will gain more knowledge to improve instruction, impacting student progress. **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 Parent and Family 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.

Strategy 2 Details
Strategy 2: 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.

Cypress-Fairbanks Independent School District

McGown Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will engage in accountable peer dialogue through turn and talk, think/Pair/Share, and natural content-rich discourse. They will respond to a variety of question-types, while also answering questions at the higher cognitive levels, such as analysis, synthesis, and evaluation, fostering critical thinking. Students will respond to explicit teaching of how to answer questions, through use of question responses stems and learning to restate in response. **Strategy's Expected Result/Impact:** Students will be asking and answering questions at a higher cognitive level, impacting their overall understanding of reading comprehension. **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. Strategy: Students will participate in small group instruction to the extent that the curriculum and/or instructional model allows. Students will also engage in a variety of choice board playlists, and engage in goal setting and reflective monitoring of their own progress, increasing personal ownership of learning. **Strategy's Expected Result/Impact:** All students (GT, ESL, ICS) will demonstrate measured progress at all levels (approaches, meets, and masters). **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: Students will directly benefit from high quality instructional planning that emphasizes vertical alignment initiatives across grade levels, as well as the intentional use of the monitoring notebook for data collection and differentiation decisions.

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: Students will participate in 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will engage in opportunities for oral language discourse, rooted in use of explicitly taught sentence response stems. **Strategy's Expected Result/Impact:** Increased oral language promotes improvement in reading vocabulary, comprehension, and the ability to process complex sentences. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal

Strategy 2 Details
Strategy 2: Students who are not on target for grade level growth will engage in increased opportunities for differentiated online platforms for reading support by practicing fluency and comprehension for at least 30 minutes per week. **Strategy's Expected Result/Impact:** AMIRA usage directly impacts MAP growth. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased understanding of spiraled concepts that directly impact understanding of more challenging TEKS. **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. **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. **Strategy's Expected Result/Impact:** Calmer and safer movement during arrival and dismissal **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). **Strategy's Expected Result/Impact:** Doors are always locked and secure. **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. **Strategy's Expected Result/Impact:** Doors are always locked and secure. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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): 1. We will implement an attendance committee that helps analyze attendance data and create student incentives. 2. Attendance plans will be created for students with inconsistent attendance patterns. 3. The principal will release a parent video in August explaining the importance of daily attendance. 4. Grade levels with the highest percentage of days present each week will be announced on Fridays during morning announcements. 5. Posters in the cafeteria reflect grade levels in first and second place each week with highest attendance percentages. 6. Students will be recognized through various Spotted Owl Attendance incentives and awards **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. - Our PBIS Leadership team will facilitate different schoolwide events and contests to help keep our campus safe. 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. **Strategy's Expected Result/Impact:** Violent incidents will be at 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors , Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)

Strategy 4 Details
Strategy 4: 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: - Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks, as well as exemplary attendance at the semester mark. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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: - Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser. - Teachers will attend professional development within and outside the District, based on their goals set with appraiser. - Teachers have identified key areas for growth and will participate in peer-led choice PD sessions during the February professional development day. - Teachers participated in summer grade level planning to prepare for the year. - Math teachers are participating in planning with Garland Linkenhoger Consulting to increase capacity in the areas of number sense and problem solving. - Some teachers participated in the Digital Learning Conference to hone skills in technology integration and innovation. **Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed. **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 Parent and Family 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. **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. **Staff Responsible for Monitoring:** Grade Level Team Leaders, ISs, APs, and Principal
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Each grade level will create a designated Instagram to share with parents, as opposed to individual teacher pages. **Strategy's Expected Result/Impact:** Increased social media presence **Staff Responsible for Monitoring:** Grade Level Team Leaders, campus admin.

Cypress-Fairbanks Independent School District

Metcalf Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthening tire 1 instruction by having professional learning collaboration once a week in all content areas with the IS, APs, and principal. Strategy: Math teachers will have PLC time for each contents and bring an exemplar and exit ticket to teach and collaborate with IS and content teachers. Teachers will come to PLC with lessons annotated, written high level questions, and stem questions to use for the lesson they are teaching during PLC time. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, and Principal

Strategy 2 Details
Strategy 2: Instructional Focus: We will provide immediate feedback by using concurrent small groups in math and build content vocabulary in all grades to address specific needs of our ESL, EB, and economically disadvantaged students. Strategy: Teachers will bring prove it paper, examples of work to professional learning collaboration time to discuss and review what misconceptions need to be addressed and discuss notes during concurrent groups. Teachers will bring vocabulary per the lesson and discuss what words will be taught and placed ont he vocabulary wall. Bilingual teachers will also discuss cognants. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthening tier 1 and small group instruction in K/1 using the current data to plan instruction and provide phonemic awareness resources to use. Ensuring rotations are purposeful and have an exit ticket to determine mastery. Providing extra practice in the area of phonemic awareness in K/1. Building content vocabulary in all grades to address specific needs of our ESL,EB and economically disadvantaged students.

Strategy: ISs and teachers will collaborate during professional learning to plan practice for phonemic awareness. ISs and teachers will discuss sentence stems to use for student discourse, discuss higher level questions and open ended questions to provide a deeper understanding of phonemic awareness.

Strategy's Expected Result/Impact: Students will leave K/1 with grade level phonemic awareness to read at grade level or above. Students will increase content vocabulary in all grade levels.

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, Davinci Day, Author Visits, Science Night, Multicultural Night, Spelling Bee, Trick or Trunk , 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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 prove 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. Salaries: Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom .
7. Teacher salaries will allow purposeful interventions 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.
In grades PK-2 we will use a Mclass growth tracker to track the progress of students. In grades 3-5 we will use the achievement and or progress STAAR data tracker to monitor student achievement and progress.
12. Salary: 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.
13. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal
Assistant Principal
ISs
Teachers

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Teachers will use stem questions during whole group discourse time to allow students to use complete sentences and vocabulary words. **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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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 3% **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 **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Students in K-2 will meet or exceed 3% increase on MAP by increasing strategies used during independent work and teachers monitoring student discourse. **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. **Strategy's Expected Result/Impact:** The teachers will be prepared for emergencies. **Staff Responsible for Monitoring:** Principal 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant 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: Every day a class has 100% attendance, they earn a letter to spell COWBOY. 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, on Parent Square and on Facebook. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 95% **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 Monitoring 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. **Strategy's Expected Result/Impact:** 96.7% overall attendance rate **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 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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 for attendance with incentives and recognition. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Principal Assistant 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. 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 IS and APs will support teachers with Stemscopes math curriculum by providing feedback on lessons; teachers bringing exemplars to professional learning time to collaborate and discuss strategies, misconceptions and higher level questions to ask. We will use the data tracking templates to track student progress in 3rd-5th grade all content areas. **Strategy's Expected Result/Impact:** Student Achievement **Staff Responsible for Monitoring:** Principal 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 Parent and Family 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. **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. **Staff Responsible for Monitoring:** APs, and Principal

Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** BI, ISs, APs, Principal

Cypress-Fairbanks Independent School District

Millsap Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Millsap will consistently implement high-quality instructional practices and a deeper data analysis that strengthen student achievement, increase distinctions, and support achieving and sustaining an A rating. Strategy: Increase students' conceptual understanding of mathematics in Grades 3, 4 and 5 by providing students with consistent opportunities to build, represent, and apply mathematical concepts through the Concrete-Representational-Abstract (CRA) framework during Tier I instruction and targeted interventions. **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. **Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership

Strategy 2 Details
Strategy 2: Instructional Focus: Millsap will consistently implement high-quality instructional practices and a deeper data analysis that strengthen student achievement, increase distinctions, and support achieving and sustaining an A rating. Strategy: Increase students' writing proficiency across all content areas by providing consistent writing expectations, shared instructional practices, and vertically aligned and regular opportunities for students to write and communicate their thinking. **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. **Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership

Strategy 3 Details

Strategy 3: Instructional Focus:
Millsap will consistently implement high-quality instructional practices and a deeper data analysis that strengthen student achievement, increase distinctions, and support achieving and sustaining an A rating.

Strategy: Increase the effectiveness of instruction by strengthening teachers' use of student data through ongoing professional learning, collaborative data analysis, and structured progress monitoring to guide instructional planning, provide targeted support, and meet the individual needs of all students.

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.

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.

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

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:

First Tee Golf Group

Art Before School

Mustang Bowling Team

Mustang Baseball Team

Name that Book

Campus and District Spelling Bee

Grade level musical performances

Field Day

Choir Performances

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries:

*The Math Interventionist will work with students 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.

*Class Size Reduction Teachers will lower the student to teacher ratio in 2nd and 3rd grades, our target grade levels.

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 support additional targeted lessons.

4. Student PAFE snacks and supplies will be used to support before/after school events such as Family Game Night, 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.

7. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: We will implement three or more acitivites for students to engage in outside of school, this year.

Strategy's Expected Result/Impact: Student engagement will increase and 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Increase the effectiveness of instruction by strengthening teachers' use of student data through ongoing professional learning, collaborative data analysis, and structured progress monitoring to guide instructional planning, provide targeted support, and meet the individual needs of all students. **Strategy's Expected Result/Impact:** Teachers will be able to make data informed decisions to target instruction for their students, ensuring improvement. **Staff Responsible for Monitoring:** Teachers and Instructional leaders.

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Increase the effectiveness of instruction by strengthening teachers' use of student data through ongoing professional learning, collaborative data analysis, and structured progress monitoring to guide instructional planning, provide targeted support, and meet the individual needs of all students. **Strategy's Expected Result/Impact:** Teachers will be able to make data informed decisions to target instruction for thier students, ensuring improvement. **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. **Strategy's Expected Result/Impact:** Students and staff will comply with all safety procedures 100% of the time. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** Increased communication and faster response times. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0 incidents. **Staff Responsible for Monitoring:** Admin and teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **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. **Strategy's Expected Result/Impact:** Support our targeted goals in our CIP **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 Parent and Family 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. A special training, Millsap Partnering with Parents, will be held in October, for all Grade Levels to share with parents how the TEKS translate to Instruction, Assessments, and Technology Training for Schoology, Parent Square and Parent Access Center. **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. **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary
Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will commit to sending frequent and timely communication across several platforms (FB/Instagram/Marquee/School Messenger using: @CyFairMillsap **Strategy's Expected Result/Impact:** We will reach a larger audience of parents with the unified message in any location they look for information. **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary
Strategy 3 Details
Strategy 3: We will implement parent readers for K and 1st grade. **Strategy's Expected Result/Impact:** There will be an increase of opportunities for parents to partner with their child and school's education. **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary

Cypress-Fairbanks Independent School District

Moore Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Closing achievement gaps for EB, AA, SpEd & At-Risk students across all subjects for reading, math and science STAAR. 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, individual student goal setting documents, and small group teaching. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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, EB, SpEd, and At-Risk) students. 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, EB, 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Teachers, instructional specialists, assistant principals, principal

Strategy 3 Details

Strategy 3: Instructional Focus: Math STAAR Performance

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.

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

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: 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 6 Details

Strategy 6: 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, Name that Book, school musicals, Music Memory, and GT Showcase

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

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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. Administrative staff will participate in professional book studies that focus on building a positive culture, accountability, tough conversations.

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 Multicultural night, grade level parent events, and other activities. Events will be held in the area 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 and Assistant Principals to assist with best practices in the area of classroom management.

7. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: Increased student engagement

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Teachers, Instructional Specialists
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Teachers, Instructional Specialists
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Specialists, Testing Coordinator & Instructional Staff

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. Teachers will utilize a structured planning time that is focused on modeling of the lesson and intentional discussion on how to address their struggling sub pops. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists, Assistant Principals

Strategy 7 Details
Strategy 7: Teachers will implement the new math program, STEM SCOPES, with fidelity, using pieces of the curriculum to target struggling students. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Interventionists **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing

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. **Strategy's Expected Result/Impact:** 100% of safety drills will be conducted by scheduled deadlines. **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 via campus incentives for attending school on a regular basis. Students will be recognized more frequently and on the campus morning announcements. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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: 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 include 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. Counselor lessons Counselor small groups Support for specific students by assigning a community mentor Behavior Specialist assist with coaching teachers and students Behavior Specialist and Assistant Principals provide professional development Assistant Principals provide incentives and motivators to students Principal implement Hignight Heros to students Mental Health and or the counselor/ESSET provide professional development to all staff Spring/Fall Crime Stoppers community presentation to all students Crisis groups as needed Morning meetings provided by the BS weekly **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Teachers, At Risk Specialist, Behavior Interventionist, Counselors, Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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:** Assistant Principal(s), Teacher, Campus Bullying Committee

Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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: ELAR Committee MATH/SCIENCE Committee Sunshine Committee PBIS Committee Social/Culture Committee VIPS Community Events Content Specific Campus PD provided by the Instructional Team District PD provided to staff for special populations of students ie Dyslexia/SPED Mini Professional Development sessions provided by staff each semester Science of Teaching Reading Administrative book study Campus led groups such as: Girls With Pearls, Student Council, Safety Patrol, Robotics, Dazzling Dillos, Moore Reporters Vertical Alignment Committees Teacher/Staff led professional development Administrative professsional development trainings **Strategy's Expected Result/Impact:** Teachers and staff will feel more confident and effective in their planning and teaching. **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. **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 and increase student achievement. **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 **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1% which will increase student achievement. **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 Family: 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: 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, Parent Square, Moore Marquee, Facebook, and Instagram. Meet the Teacher Open House Trunk or Treat Boosterthon Watch DOGS Field Day Face to face events during the school day Spirit Nights at local businesses Multicultural Night Theatre Arts Presentations PK/K Roundup Curriculum Event **Strategy's Expected Result/Impact:** Parent participation will increase at family events, volunteers, and WATCH DOGS **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Teachers, Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary

Cypress-Fairbanks Independent School District

Owens Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen mathematical thinking and engagement Strategy: Students will engage in grade-level mathematics tasks that require them to discuss, explain, and demonstrate their thinking through purposeful questioning, problem-solving, and academic discourse. Teachers and instructional specialists will use collaborative planning to unpack standards, anticipate misconceptions, and plan scaffolds and extensions. Administrators and instructional specialists will use walkthroughs, feedback, modeling, and coaching to support implementation. **Strategy's Expected Result/Impact:** Increased student engagement and improved mathematics performance at the Meets and Masters levels. **Staff Responsible for Monitoring:** Administrators, instructional specialists, and classroom teachers.
Strategy 2 Details
Strategy 2: Instructional Focus: Use formative assessment to provide responsive instruction. Strategy: Students will demonstrate their understanding through consistent checks for understanding, exit tickets, and common formative assessments. Teachers will use this evidence during instruction and collaborative planning to provide timely feedback, address misconceptions, regroup students, and adjust Tier 1 instruction, small-group instruction, and interventions. **Strategy's Expected Result/Impact:** Students receive timely support and demonstrate increased mastery of grade-level standards, moving toward Meets and Masters performance. **Staff Responsible for Monitoring:** Administrators, instructional specialists, and classroom teachers.

Strategy 3 Details

Strategy 3: Instructional Focus: Increase access to rigorous grade-level instruction.

Strategy: Special Education, Emergent Bilingual, and Economically Disadvantaged students will receive targeted scaffolds within grade-level instruction, including explicit vocabulary instruction, visual models, manipulatives, structured opportunities for discussion, and small-group support based on student data. Classroom teachers and support staff will collaboratively plan these supports while maintaining grade-level rigor.

Strategy's Expected Result/Impact: Improved Reading/Language Arts and Mathematics performance and reduced achievement gaps for identified student groups.

Staff Responsible for Monitoring: Administrators, instructional specialists, classroom teachers, and Special Education and Emergent Bilingual support 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.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries: Three instructional paraprofessionals will support classroom learning through targeted assistance and guided practice based on students' academic needs.

2. Temporary Workers: Temporary workers will provide supplemental Reading/Language Arts and Mathematics instruction to strengthen academic understanding and address identified learning gaps.

3. Substitute Pay: Substitute teachers will provide classroom coverage so teachers can attend professional development that supports campus instructional priorities.

4. Extra-Duty Pay: Teachers will provide academic support outside regular school hours to help students strengthen skills and make progress toward grade-level expectations.

5. PBIS Supplies: Students will earn incentives through the PBIS Rewards app. Positive behavior reinforcement will support student engagement and progress toward the behavioral goals identified in the CIP.

6. Parent Involvement: Families will have opportunities to participate in events such as Winter Night and music programs. Staff will use multiple communication methods to promote these events and other opportunities, strengthening family participation and connections with the campus.

7. School and Workroom Supplies: Students will receive school supplies, and staff will have workroom materials to prepare instructional resources that support access to classroom learning.

8. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

9. Field Trip Expenses: Admission and transportation costs will support students' participation in instructional field trips that build background knowledge and connect classroom learning to real-world experiences.

10. Supplemental Instructional Resources: Students will have access to supplemental materials that enhance Tier 1 instruction and targeted interventions, strengthen understandi of grade-level concepts, and address identified learning gaps.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: Improving Student Engagement: Students will have opportunities to participate in extracurricular activities and student groups that reflect their interests and strengthen their connection to school. Staff will be surveyed to identify potential sponsors and expand available opportunities. **Strategy's Expected Result/Impact:** Increased student participation, engagement, and sense of belonging. **Staff Responsible for Monitoring:** Campus leadership team and activity 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Students will receive reading instruction aligned with the district curriculum and targeted support based on their learning needs. Teachers and instructional specialists will review assessment data to identify students who are not demonstrating expected growth, develop action plans, and monitor progress to adjust instruction. Classroom observations, coaching, and professional development will support consistent implementation of the reading curriculum. **Strategy's Expected Result/Impact:** Increased reading growth and mastery of grade-level skills. **Staff Responsible for Monitoring:** Administrators, instructional specialists, and classroom teachers.

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Students will use manipulatives, apply mathematics to real-life situations, and use academic vocabulary to discuss and explain their thinking during Tier 1 instruction. Teachers will use checks for understanding and MAP data to adjust instruction and provide targeted support toward students' individualized growth goals. **Strategy's Expected Result/Impact:** A 4% annual increase from the current baseline in students meeting or exceeding their individualized math growth norms. **Staff Responsible for Monitoring:** Administrators, instructional specialists, and K-2 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 Safety Committee will monitor and document implementation of all district-required safety measures, review campus safety procedures, and follow up on identified concerns to maintain a safe environment for students and staff. **Strategy's Expected Result/Impact:** All district-required safety measures will be implemented and documented, identified concerns will be addressed promptly, and students and staff will have a safe environment that supports learning. **Staff Responsible for Monitoring:** Campus administrators and Campus Safety Committee members.

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. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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: Students will participate in monthly Bringing Out the Best lessons that emphasize positive character traits and age-appropriate prevention topics, including bullying, suicide prevention, dating violence, and responsible social media use. Staff will explicitly teach and reinforce rules, procedures, and H.O.P. expectations, build relationships with students, and identify underlying causes of behavior to provide proactive support and prevent discipline referrals. These practices will support a positive school climate aligned with PBIS and Capturing Kids' Hearts. Code of Conduct talks will occur within the first three weeks of school and again during the spring semester. Students, staff, and families will receive information about the Cy-Fair Tipline and how to use it to report concerns. **Strategy's Expected Result/Impact:** Improved student understanding of behavioral expectations and reporting procedures, stronger relationships, and fewer incidents of bullying, violence, and disruptive behavior and keep violent incidents at 0%. **Staff Responsible for Monitoring:** Campus administrators, counselor, behavior specialist, and classroom teachers.
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Campus administrators will review teacher and paraprofessional attendance monthly and recognize good attendance through incentives and prizes to support consistent staffing and continuity of instruction. **Strategy's Expected Result/Impact:** Improved staff attendance and fewer disruptions to instruction and student support. **Staff Responsible for Monitoring:** Campus administrators and administrative assistants.

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
- Student Engagement
- Emergent Bilingual Strategies

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers and paraprofessionals will participate in professional development focused on student discourse, student engagement, classroom management, and instructional strategies for Emergent Bilingual students. Coaching, modeling, and follow-up observations will support implementation and adjustments based on student needs. **Strategy's Expected Result/Impact:** More consistent use of effective instructional and behavior management strategies, increased student engagement, and improved access to grade-level learning for Emergent Bilingual students. **Staff Responsible for Monitoring:** Campus administrators, instructional specialists, and 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 10%.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Families will have opportunities to participate in engaging campus activities after work hours. Staff will use Title I survey results and other parent feedback to plan activities, provide timely and personal invitations, and explain how participation supports their children's learning. Staff will also promote opportunities with students to encourage family participation. **Strategy's Expected Result/Impact:** Increased family participation, stronger connections between home and school, and engagement opportunities that better reflect families' needs and interests. **Staff Responsible for Monitoring:** Campus administrators, teachers, and family engagement event coordinators.
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Families and community members will see regular examples of students and staff engaged in meaningful academic work through campus social media platforms. Instructional specialists, teachers, and campus administrators will capture and share learning moments that highlight classroom instruction, student growth, and campus accomplishments. **Strategy's Expected Result/Impact:** Increased family and community awareness of student learning and stronger connections with the campus. **Staff Responsible for Monitoring:** Campus administrators, instructional specialists, and teachers.

Cypress-Fairbanks Independent School District

Pope Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

District Performance Objective 1.1: By the end of the 2026-2027 school year, Pope Elementary will increase our STAAR Composite Performance Index Score from 81 in 2025-2026 to 82 in 2026-2027, as measured by the spring STAAR assessments.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Teachers will strengthen first-time instruction in reading, math and science through specific targeted planning with instructional specialists and special education teachers. 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen specific student's needs in reading, math and science through targeted interventions with a focus on our special education students. 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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, real-world applications, and explicit vocabulary instruction. 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. Teachers will utilize Visual Non-Glossary graphics to explicitly teach science vocabulary. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 teachers

Strategy 5 Details
Strategy 5: Improving Student Engagement: We will increase the number of student activities to enrich student learning by encouraging and rewarding staff members that agree to sponsor these enrichment groups. **Strategy's Expected Result/Impact:** Students will have the opportunities to participate in Choir, Instrumental Group, Pom Squad, Sunshine Committee, Announcement Crew, Library Helpers, HUGS Buddies and Student Council. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant 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. Students with 2 or less absences each 9 weeks will be rewarded with incentives to redeem from their teachers. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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 (BOTB) 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior skills. Teachers, Students & Staff participate in the Sunshine Committee and Kindness Crew to promote positive behavior between classmates. 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. All teachers will participate in Classroom Management 103. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. By the end of the school year, 100% of campus teachers will complete Classroom Management 103. **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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will be at 95% or higher. **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. **Strategy's Expected Result/Impact:** Teachers will add multiple strategies to their robust toolkits. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Newsletters will increase community awareness **Staff Responsible for Monitoring:** Principal, classroom teachers

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 student learning. **Strategy's Expected Result/Impact:** Media posts will increase community awareness **Staff Responsible for Monitoring:** Principal, Counselor

Cypress-Fairbanks Independent School District

Post Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: RLA: Teachers will analyze formative and summative data to design targeted, differentiated instruction for small groups. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs, ISs

Strategy 2 Details
Strategy 2: Instructional Focus: To close learning gaps with a focus on newly enrolled students. Strategy: Interventionists will begin in October to support learning gaps of students who have not been in CFISD or are from out of the state. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs, ISs

Strategy 3 Details

Strategy 3: Instructional Focus: To close achievement gaps with a focus on economically disadvantaged/at-risk students.

Strategy: We will deepen academic understandings/build schema with a focus on economically disadvantaged/at-risk students, and we will provide supplemental staffing support, such as: Class size reduction teachers, Behavior Specialists, and Testing Coordinator.

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

Staff Responsible for Monitoring: Principal, APs, ISs

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.
Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. **Staff Responsible for Monitoring:** Principal, APs, ISs

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** APs, ISs, Teachers

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. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. **Strategy's Expected Result/Impact:** Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills. Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment. **Staff Responsible for Monitoring:** Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal
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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** EOP Coordinator, Teachers, Administrative Team, Safety Team

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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. To reduce violent incidents on campus, we will implement strategies and tools such as behavior contracts with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons facilitated by BIs or counselors. **Strategy's Expected Result/Impact:** Violent incidents will continue to be at 0% **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Motivate staff to be at school by doing monthly drawings for less than 3 absences. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal/APs/Campus Secretary

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. **Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table. **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 Parent and Family Engagement: Provide information on activities in the community through weekly communication folders and invite community based groups to school events. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Administrative Secretary, Teachers

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Implement a weekly social media campaign called "Thoughtful Thursday" to recognize and celebrate staff contributions, promote positive school culture, and strengthen connections between the school, staff, and community. To engage parents who are not regularly involved, we will build personal relationships through positive phone calls and personal invitations. **Strategy's Expected Result/Impact:** To engage parents who are not regularly involved

Cypress-Fairbanks Independent School District

Postma Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: 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

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 (ie: Booster and Pumas on the Prowl for 3rd - 5th, Field Day, Health lessons on Mondays each week for K-5, Fitness Gram)

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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
9. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness lessons are used in PK-1 daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Classroom Teachers, 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 4 Details
Strategy 4: Teachers will maintain a monitoring notebook including anecdotal notes to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 5 Details
Strategy 5: Teachers will commit time during planning to collaborate on how and what they will collect reading data on to produce monitoring notebook data which includes anecdotal records, and student work samples. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialists, Assistant Principals, Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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-2. **Strategy's Expected Result/Impact:** Increased math proficiency **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-2. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, Principal
Strategy 4 Details
Strategy 4: Math teachers will track students using progress monitoring (ISP, Math Chat, Exit Ticket), and complete a Progress Monitoring Notebook for at-risk students in K-2. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, Principal
Strategy 5 Details
Strategy 5: Teachers will commit time during planning to collaborate on how and what they will collect math data on to produce monitoring notebook data which includes anecdotal records, and student work samples. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **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. **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. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Teachers, 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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Teachers, 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. **Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, Counselors, Behavior Interventionist

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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:** Teachers, Principal, Assistant Principal(s), Campus Bullying Committee

Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **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: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance and campus based recognition. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors 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 1. Campus Walk-throughs by Instructional Specialists, APs, and Principal 2. Lesson Plan Review 3. Advertise District Quantum Learning training for teachers and paraprofessionals and provide small bits of best practices via QL. 4. Optional Restorative Circles and Class Meetings training for staff 5. Math teachers: Will participate in on going training to support and deepen understanding of new math curriculum adoption (STEMscopes). 6. Phonics Instruction: Continue to support new teachers with the strategies for foundational skills within HMH structure literacy curriculum. 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. 8. Instructional Specialists will commit time during planning to collaborate on how and what they will collect data on to produce monitoring notebook data which includes anecdotal records, and student work samples. 9. Training for Fine Arts and PE through District trainings and conference attendance. 10. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff. 11. Offer opportunities for modeling lessons by mentors, IS, model teachers to all staff members. **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. **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 Parent and Family 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). **Strategy's Expected Result/Impact:** Attendance will increase as parents will attend campus events geared toward their current needs. **Staff Responsible for Monitoring:** Instructional specialist, Behavior Specialist, Counselor, Assistant Principals and Principal

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Opportunities to highlight and share more campus events will increase parent awareness. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Campus Secretary, and Principal

Cypress-Fairbanks Independent School District

Reed Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen first-time instruction in all subjects by ensuring systems are in place to monitor student growth and teacher capacity. Strategy: Teachers will participate in long-range planning with instructional specialists. Teachers participated in PD based on the internalization of lessons with D. Klein. ISs continue lesson internalization in planning by modeling and creating more STAAR-like questioning. **Strategy's Expected Result/Impact:** Student groups, including our SPED and EB, will grow in their performance levels based on district and state assessment data. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen first-time instruction in all subjects by ensuring systems are in place to monitor student growth and teacher capacity. Strategy: Teacher data digs will be held after each major assessment to address student gaps by performance bands and offer immediate remediation or enrichment. Teachers will address gaps and growth through student goal-setting documentation. The principal and assistant principals will attend data digs. We will identify areas of concern, student gaps, growth, and teacher capacity, and address them sooner in the year. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthen first-time instruction in all subjects by ensuring systems are in place to monitor student growth and teacher capacity.

Strategy: Targeted teacher coaching cycles using observation data. (WeClimb, Walkthroughs, Plannings)

Strategy's Expected Result/Impact: Targeted teacher coaching cycles will increase teacher capacity and increase the effectiveness of first instruction. Student achievement will increase with our coaching cycles.

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.

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: Chess, Choir, Bowling, STEM night (Learning Lollapalooza), Reading Game Night, PBIS, Student Council, Field Day, Western Day, and Art after School.

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

Staff Responsible for Monitoring: Principal, Assistant Principals

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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 Popsicles with the Principal, Curriculum Night, Reading Game Night, Learning Lollapalooza, STAAR night, Cyber Information Parent Night, Book Fair Family 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.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 8 Details
Strategy 8: 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, PBIS, and Attendance incentives. **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, Behavior Specialist, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: We will utilize in team plannings, data digs, and individual teacher planning sessions the MAP reading learning continuum to find areas of instructional focus within the upcoming curriculum and within each student's projected growth points to increase overall student RIT scores from the fall to spring test sessions. **Strategy's Expected Result/Impact:** Specific targeted planning and data digs will be used intentionally to close gaps and increase student achievement and RTI scores. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: We will utilize in team planning, data digs, and individual teacher planning sessions the MAP math learning continuum to find areas of instructional focus within the upcoming curriculum and within each student's projected growth points to increase overall student RIT scores from the fall to spring sessions. **Strategy's Expected Result/Impact:** Specific targeted planning and data digs will be used intentionally to close gaps and increase student achievement and RTI scores. **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. A campus safety committee will be formed with representatives. This committee will evaluate the safety of the school and will make recommendations for enhancing it. **Strategy's Expected Result/Impact:** Improve the overall safety of our school. Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits. **Staff Responsible for Monitoring:** Campus EOP representative, Safety Committee Members, Assistant Principals, Principal
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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** Improve the overall safety of our school. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Staff members will be rewarded for perfect attendance per every 9 weeks, semester and year. Specific rewards will be given to staff members who have perfect attendance and limited absences throughout the school year. Daily staff attendance is emailed to staff with celebrations over 95% in attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

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. **Strategy's Expected Result/Impact:** Staff will grow in their knowledge of the reading, writing, math, science, and discipline practices, instructional implications, and strategies to address gaps in these content areas. **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principals

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 Family Engagement: Increase at-school parent and family opportunities by providing Family Game Night (reading), Learning Lollapalooza (STEM Night), Watch DOGS (Dad involvement opportunity), STAAR Night, Parent Reader Opportunities, home learning, and Technology Safety Night. **Strategy's Expected Result/Impact:** Increase parent and family engagement with the school and student learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, and Instructional Specialists
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Created a social media team to promote the campus goals, opportunities, and upcoming events. **Strategy's Expected Result/Impact:** The impact will be to improve the home/school connection and increase student engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Instructional Specialists

Cypress-Fairbanks Independent School District

Rennell Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will participate in rigorous lessons developed in planning. Students will experience optimal instructional rigor with emphasis on academic vocabulary acquisition, real-world skill application, and structured oral language development through student discourse. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists

Strategy 2 Details
Strategy 2: Instructional Focus: Increase the performance of EB and SPED students whose passing rates remain below campus performance targets and expectations. Strategy: Students will experience optimal instructional rigor with emphasis on academic vocabulary acquisition, real-world skill application, and structured oral language development through student discourse through use of structured discourse routines and use of visual anchor charts. **Strategy's Expected Result/Impact:** Consistent use of structured discourse routines and visual anchor charts will enhance academic language proficiency and skill application, increasing EB and SPED student performance on campus benchmarks and state assessments. **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.
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.

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.

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.

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

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Improving Student Engagement: During the current 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.

Strategy's Expected Result/Impact: student engagement will increase due to the variety of the organizations being offered

Staff Responsible for Monitoring: Principal and 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialists
Strategy 4 Details
Strategy 4: Teachers will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialists

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **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. **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. **Strategy's Expected Result/Impact:** Daily math fluency activities will strengthen computational skills and efficiency, supporting increased student achievement and growth on MAP assessments. **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. **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. **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. **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. **Staff Responsible for Monitoring:** Principal and Instructional Specialist

Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **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. **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. **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. **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. **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. **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. **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. **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. This plan will include an incentive for students with two or less absence each nine weeks. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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). This plan will include teacher contact at 7 absences. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%. **Staff Responsible for Monitoring:** Teachers, APs, Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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 9 weeks staff with exemplary attendance (0-3 absences) with a drawing for duty coverage or leave early pass and staff bucks. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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 District offered content trainings **Strategy's Expected Result/Impact:** Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom. **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 Parent and Family Engagement: During the current 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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Campus Secretary

Strategy 2 Details
Strategy 2: Improving Social Media Presence: During the current 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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists and Campus Secretary

Cypress-Fairbanks Independent School District

Sampson Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Teachers will embed explicit language instruction in Tier 1 planning. Strategy: Students should be actively using the language, not simply hearing teachers explain vocabulary or academic terms. Students will use explicitly taught language in speaking and writing about the content. **Strategy's Expected Result/Impact:** The number of students scoring meets and masters on STAAR assessments will increase by 5%. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Teachers will intentionally plan for differentiated small-group instruction during weekly planning and document the instructional groups, targeted skills, and planned supports/extensions in their weekly plans. Strategy: Students will actively participate in differentiated small-group instruction targeted to their identified learning needs to scaffold, solidify, or extend their understanding and application of grade-level skills. **Strategy's Expected Result/Impact:** Students will demonstrate growth on identified skill gaps by applying targeted strategies and skills with increasing accuracy, independence, and transfer to Tier 1 learning. The number of students scoring meets and masters on STAAR assessments will increase by 5%. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, and Principal
Strategy 3 Details
Strategy 3: Instructional Focus: Teachers will consistently plan and implement purposeful higher-level questions that promote rigorous thinking and require students to analyze, justify, explain, and apply their learning across all content areas and grade levels. Strategy: Students will participate in higher-level questioning opportunities that require them to explain their thinking, justify their responses, make connections, and apply their learning in new or complex situations. **Strategy's Expected Result/Impact:** The number of students scoring meets and masters on STAAR assessments will increase by 5%. **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. **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 increase the number of student activities offered after hours by encouraging and rewarding staff members that agree to sponsor these after school groups. **Strategy's Expected Result/Impact:** The number of student activities offered after hours will increase by 5%. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Sampson staff will be able to direct and assist all students and staff during any type of emergency situation. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary

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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, AP Secretary, PBIS data committee

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Sampson administrative team will recognize staff members with perfect attendance each nine weeks. (breakfast, duty free lunch, catered lunch, etc.) **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by .5%. **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. **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. **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 Parent and Family Engagement: We will offer a parent/survey in the fall and in the spring to ask for input concerning our parent and community engagement. **Strategy's Expected Result/Impact:** Parent and community engagement will increase by at least 5% by the end of the current school year. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Sampson Elementary will add Instagram to our list of social media handles. **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 **Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and instructional specialists

Cypress-Fairbanks Independent School District

Sheridan Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthening first instruction in 2nd- and 3rd-grade Math and in 2nd-grade ELA by focusing on collaboration during planning sessions to move to higher-level discourse and increase teacher content knowledge. Strategy: Use WeClimb data more frequently during collaborative planning sessions. Continue using data to guide instruction, focusing on the TEKS. **Strategy's Expected Result/Impact:** At least 90% of collaborative planning sessions will show evidence of teacher discourse focused on sharing strategies, analyzing student work, and discussing data. Spotlight teachers in the classroom who model strong first instruction. **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 2 and 3 specifically.

Strategy: Spotlight intensive First Instruction with teachers through video, PD share sessions, and/or staff meetings.

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 alignment between grade-level standards and SPED/resource instruction to ensure students receiving specialized services have consistent access to rigorous, grade-level content and instruction, specifically for grades 2 and 3.

Strategy: Use data to guide a focused instructional plan to reteach TEKS during Closing the Gaps, Tutorials, and Camps.

Strategy's Expected Result/Impact: Increase the percentage of SPED/resource students demonstrating mastery of grade-level Reading and Math standards by at least 5%, resulting in measurable student growth and a reduction in achievement gaps between SPED/resource students and their grade-level peers.

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, Choral Festical participation, 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries: Class size reductions for teachers in grades 3,4 and P.E and a Behavior Specialist 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 using 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 inquiry-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.
6. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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. **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 9 Details
Strategy 9: Expand and strengthen student enrichment opportunities, including choir, art, and running club, by providing diverse opportunities for students to explore interests, develop talents, build positive relationships, and increase their sense of belonging, connection, and engagement with the school community. **Strategy's Expected Result/Impact:** Increase student participation in enrichment opportunities by at least 5% and strengthen students' sense of belonging, connection, and engagement with the school community. Students will have increased opportunities to develop creativity, teamwork, leadership skills, and positive relationships, contributing to improved overall school engagement. **Staff Responsible for Monitoring:** Principal, Assistant 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists.

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **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: Staff will be trained on safety procedures and protocols during August PD and during the school staff meetings. **Strategy's Expected Result/Impact:** Staff will appropriately respond to safety drills and Protocols. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal and Assistant Principals
Strategy 3 Details
Strategy 3: Conduct scheduled and unscheduled door sweeps at varied times throughout the school year to monitor campus security, ensure exterior doors remain secured, and strengthen overall campus safety and compliance. **Strategy's Expected Result/Impact:** Weekly door sweeps and daily monitoring will strengthen campus safety and security by ensuring exterior doors remain secure and promptly addressing identified concerns, creating a safer learning environment for all students and staff. **Staff Responsible for Monitoring:** Assistant Principals, Administrative team members, 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 96 % overall attendance rate. **Strategy's Expected Result/Impact:** 96% overall attendance rate **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). **Strategy's Expected Result/Impact:** 96% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionist, PBIS Committee
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs
Strategy 2 Details
Strategy 2: We will implement a consistent staff attendance recognition program that acknowledges employees for exemplary and improved attendance throughout the school year, fostering a culture of reliability, appreciation, and commitment to student success. **Strategy's Expected Result/Impact:** Improved staff attendance will promote greater instructional consistency and continuity, providing students with more consistent access to high-quality instruction and support. Increased instructional consistency will improve student engagement, academic growth, and overall student achievement. **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 to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **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 is expected to increase by 10%.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family 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. **Strategy's Expected Result/Impact:** Parent and Community Engagement will increase by at least 20% over the school year **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Weekly posts will highlight student achievements, staff accomplishments, school events, and community partnerships. **Strategy's Expected Result/Impact:** parent and family engagement is expected to increase by 10% **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Swenke Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthening Tier 1 reading and math instruction through differentiated small group instruction, with an intentional focus on high focus groups: economically disadvantaged student, emergent bilingual students and students receiving special education services. Strategy: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (STAAR, MAP, and mClass). Administrators will attend planning sessions to ensure higher level questions are being incorporated through daily lessons. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals

Strategy 2 Details
Strategy 2: Instructional Focus: Strengthening Tier 1 reading and math instruction through differentiated small group instruction, with an intentional focus on high focus groups: economically disadvantaged student, emergent bilingual students and students receiving special education services. Strategy: Math teachers will provide early intervention (number sense and place value). **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals

Strategy 3 Details
Strategy 3: Instructional Focus: Strengthening Tier 1 reading and math instruction through differentiated small group instruction, with an intentional focus on high focus groups: economically disadvantaged student, emergent bilingual students and students receiving special education services. Strategy: Science Teachers will plan vertically and develop early intervention. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **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! **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. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons and focusing on word study in 3, 4, 5 grades. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' math reasoning and transfer from "I know the procedure" to "I understand the relationship" through rigorous learning experiences from provided lessons and other resources. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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 maintenance of a 95% or higher overall attendance rate. This plan will include an incentive for students with perfect attendance each grading period (for example an extra recess with administrators) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. Staff that has perfect attendance at each grading period will receive a reward. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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 on campus PD designated days. **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. **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: Activity sign-in sheets/records

Strategy 1 Details
Strategy 1: Improving Parent and Community Engagement: Offer engagement opportunities at various times (morning, evening, virtual) to accommodate different work schedules. **Strategy's Expected Result/Impact:** Parent and community engagement will increase by at least 5% by the end of the 25-26 school year. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors
Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** We hope to increase our followers by 5%. **Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and instructional specialists, teachers

Cypress-Fairbanks Independent School District

Tipps Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR Reading, Math and Science results

Strategy 1 Details
Strategy 1: Instructional Focus: RLA 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialist (ELAR) , Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team
Strategy 2 Details
Strategy 2: Instructional Focus: Math 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.
7. Salaries - 1 Counselor, 1 Content Specialist, and 1 Paraprofessional
8. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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

Strategy 7 Details
Strategy 7: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

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 through Parent Square, school newsletters 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily in grades K-2 using HMH Structured Literacy lessons. Each protected block delivers explicit, systematic, cumulative instruction in phonological awareness, phonics, decoding, encoding, and fluency, using the I Do, We Do, You Do gradual release model. For Emergent Bilinguals, teachers add oral language practice, visuals, and cross-linguistic connections between Spanish and English sound-spelling patterns. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Kindergarten and first grade classrooms teach Heggerty Phonemic Awareness lessons every day. Students practice rhyming, blending, segmenting, isolating, and manipulating phonemes (adding, deleting, and substituting sounds), using hand motions for multisensory support. Heggerty is taught alongside HMH Structured Literacy lessons so that oral sound work carries into print. Bilingual classrooms also use Heggerty's Spanish-language curriculum to build phonemic awareness in students' first language. **Strategy's Expected Result/Impact:** Increased reading proficiency **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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Each teacher will keep a progress monitoring notebook to document individual student growth in literacy. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high-quality instruction that deepens students' understanding of the math TEKS through rigorous learning experiences, using district-provided lessons and resources. Instruction follows the Concrete-Representational-Abstract sequence. Emergent Bilinguals receive math vocabulary support and sentence stems to explain their reasoning. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Math teachers will lead fluency activities for at least 10 minutes every day as part of the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Math teachers will model a consistent problem-solving process and expect students to use it independently. The process follows the TEKS. Teachers think aloud as they work through problems, then gradually release responsibility to students. Students explain and justify their thinking with math vocabulary and models, and Emergent Bilinguals receive visuals and sentence stems. Teachers check for understanding throughout the lesson, using whiteboards, strategic questioning, and exit tickets. They adjust instruction right away when students show misconceptions. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Math teachers will use small-group instruction to meet the needs of individual learners. Groups are formed from STAAR results, MAP Growth data, instructional area scores, along with district assessments and daily checks for understanding. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal

Strategy 5 Details
Strategy 5: Math teachers will track student progress in a Progress Monitoring Notebook. The notebook holds MAP Growth results and each student's individualized growth projection, along with district assessment data, fluency checks, exit tickets, and small-group notes. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal

Strategy 6 Details
Strategy 6: Math teachers will use manipulatives to help students build conceptual understanding of the math TEKS. Instruction follows the Concrete, Representational, Abstract sequence. **Strategy's Expected Result/Impact:** Increased math proficiency **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

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. **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%. **Staff Responsible for Monitoring:** PBIS Leadership Team, 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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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

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. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 95%. **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. **Strategy's Expected Result/Impact:** Increase student attendance to 95% for the school year. **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

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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Principal, Assistant Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 25% from the previous year.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly with a certificate and special shoutout. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 25%. **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. **Strategy's Expected Result/Impact:** Increase in morale across the campus resulting in 88% or higher on the Employee Perception Survey. **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. **Strategy's Expected Result/Impact:** 100% of our new and monitored teachers will receive coaching on a specific area of growth through the Sibme platform. **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. **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. **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 Parent and Family Engagement: We will offer a more flexible schedule of events for parents and families. **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. **Staff Responsible for Monitoring:** Principal, teachers

Strategy 2 Details
Strategy 2: Improving Social Media Presence: As a campus we will post weekly to social media. **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. **Staff Responsible for Monitoring:** Principal, Teachers

Cypress-Fairbanks Independent School District

Walker Elementary School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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). 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** PE teacher and 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: student council, choir, C.A.T.S. Club; Star Students

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

Staff Responsible for Monitoring: Assistant Principals, Principal, Behavior Specialist and Teachers

Strategy 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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. Behavior Specialist will 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.
4. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.
5. Extra Duty Pay - staff members will be paid for providing tutorials before/after school
6. Temporary Workers - will provide targeted small-group instruction during the school day
7. Professional Development - staff will be paid to participate in professional development opportunities
8. Parent Involvement - a variety of opportunities will be provided for parents to be involved in school, including Fall Festival, Jingle Bell Drive, Multicultural Night, STAAR Night, Curriculum Night

Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal, Instructional Specialists, Testing Coordinator

Strategy 7 Details

Strategy 7: Improving Student Engagement: Students will have opportunities to participate in school clubs/organizations led by staff members, including Student Council, CATS Club, Kindness Club, and Boys to Men.

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Specialists and Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal
Strategy 2 Details
Strategy 2: Math teachers will incorporate small group instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Instructional Specialists, Teachers, 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: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Campus Safety and Security Liaison 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Assistant Principals, Principal and Registrar

Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal and 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. More natural consequences and limit time away from initial classroom instruction. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals, Principal, and Behavior Specialist
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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), Counselors, Campus Bullying Committee
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 15%. **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. **Strategy's Expected Result/Impact:** Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills. **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 Parent and Family Engagement: Develop clear, accessible communication channels by providing translated materials, utilizing multiple platforms (emails, texts, social media), and offering regular family information sessions. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, content team and teachers
Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, content team and teachers.

Cypress-Fairbanks Independent School District

Warner Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Plan intentional small group instruction utilizing student data from both formal and informal assessments. Strategy: We will be creating targeted small group lesson plans based upon the differentiated needs of the students. **Strategy's Expected Result/Impact:** By planning and targeting specific student needs in small group instruction, more students will show growth, and this will increase our number of students showing growth across performance categories. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, and Teachers

Strategy 2 Details
Strategy 2: Instructional Focus: Plan intentional small group instruction utilizing student data from both formal and informal assessments. Strategy: We will be tracking the growth of the students' performance on the "Achievement and Student Growth" tracker after each assessment and grouping them according to need. **Strategy's Expected Result/Impact:** The students should show growth across performance categories. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists and Teachers

Strategy 3 Details
Strategy 3: Instructional Focus: Plan intentional small group instruction utilizing student data from both formal and informal assessments. Strategy: Teachers will come to planning with a breakdown of the most recent data to target student groups for small group instruction. **Strategy's Expected Result/Impact:** The students should show growth across performance categories. **Staff Responsible for Monitoring:** Principal, Assistant principal, Instructional Specialists and 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, Assistant principals, Instructional specialist, Teachers.

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: 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.

Strategy's Expected Result/Impact: Student engagement will increase as students participate in more hands-on activities and collaborate with their peers.

Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, 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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase. **Staff Responsible for Monitoring:** Instructional Specialist, Teachers, Assistant Principal, Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will deliver rigorous, TEKS-aligned instruction and fact fluency lessons using manipulatives and technology to actively engage students. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** All staff members will understand and know how to assist in the event of an emergency. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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 Bringing out the Best monthly character lessons. The counselor will continue core essential values, bully prevention, guidance lessons, and character trait lessons monthly with students. Teachers lead Monday Meetings with students after announcements that focus on a different social skill each week. Staff has been trained on suicide prevention. STOP IT is used to report bullying anonymously. We will continue to assign adult mentors and PALS at Cy-Ranch HS to work with our students. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, PBIS committee
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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, Counselors, PBIS committee
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 and 102 course. **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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase. **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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase. **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: HMH training with the instructional specialists, Waggle training with the Waggle representative, Schoology, and CFISD Digital Learning Conference. **Strategy's Expected Result/Impact:** A balance of both hands-on experiences and technology applications integrated in the classroom lessons, full implementation of Waggle in reading instruction, and use of Schoology lessons for learning. **Staff Responsible for Monitoring:** Administrative team and Teachers

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. **Strategy's Expected Result/Impact:** Increased student growth. **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 Parent and Family Engagement: We will create additional opportunities for volunteers to actively participate in school events. **Strategy's Expected Result/Impact:** Increased parent and community involvement by 5%. **Staff Responsible for Monitoring:** Administrative team

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Warner currently maintains an X page and has recently added Facebook and Instagram pages to enhance communication and engagement. **Strategy's Expected Result/Impact:** We hope to reach more parents and community members by having a bigger presence on social media. **Staff Responsible for Monitoring:** Administrative team, Social Media Ambassadors

Cypress-Fairbanks Independent School District

Wells Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

District Performance Objective 1.1: The percentage of eligible student 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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: RLA Teachers will engage in strategic, data-informed planning by intentionally mapping ELAR TEKS, identifying purposeful opportunities to collect evidence of student learning, and using current and historical data to inform instructional decisions. Planning will prioritize rigorous, higher-order questions and tasks that deepen student thinking, foster meaningful academic discourse, and increase student ownership through self-monitoring and reflection. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist
Strategy 2 Details
Strategy 2: Instructional Focus: RLA Teachers will strengthen alignment between general education and special education instruction through weekly collaborative planning focused on grade-level content, instructional priorities, and student needs. General and special education teachers will collaboratively identify appropriate scaffolds, accommodations, and instructional adjustments to increase Special Education students' access to and success with grade-level learning. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist

Strategy 3 Details

Strategy 3: Instructional Focus: Math

Strategy: Teachers will use assessment data and student work samples to plan for small group instruction using strategies from Garland Linkenhoger that focus on individual student needs, specifically in our African American and special education populations.

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

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 focused small groups and vocabulary lessons using strategies 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 to encourage individualized student learning throughout the school year. Students will also participate in enrichment activities through Ready to Grow Garden Lessons monthly.

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: A new campus-wide system has been implemented to proactively identify and address student needs through early intervention, aligned with TEA's MTSS guidelines. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Foundational literacy consultants Shonda Guthrie and Karen Lowery will provide targeted support to strengthen foundational literacy instruction through data-informed small-group practices, Science of Reading strategies, and storytelling-based instruction focused on vocabulary and listening comprehension.

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: A new campus-wide system has been implemented to proactively identify and address student needs through early intervention, aligned with TEA's MTSS guidelines. **Strategy's Expected Result/Impact:** Increased student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists
Strategy 2 Details
Strategy 2: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Instructional Specialists, Teachers, 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: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year. **Strategy's Expected Result/Impact:** Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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: All classroom teachers will greet every student at the classroom door each morning and during transitions. **Strategy's Expected Result/Impact:** Daily positive greetings will strengthen student-teacher relationships and create a predictable, welcoming start to the day, resulting in improved student attendance, fewer tardies, and increased on-task behavior at the start of class. **Staff Responsible for Monitoring:** Principal, Assistant Principals & PBIS Committee members **ESF Levers:** Lever 3: Integrated Student Support Systems
Strategy 2 Details
Strategy 2: Attendance expectations reviewed during fall conferences. **Strategy's Expected Result/Impact:** Families will understand campus attendance expectations and how absences, including excused ones, affect their child's learning, resulting in fewer avoidable absences and an increase in average daily attendance **Staff Responsible for Monitoring:** Registrar, Classroom Teachers, Counselor, Assistant Principals & Principal
Strategy 3 Details
Strategy 3: In the spring, hold conferences with the families of students who are chronically absent or at risk of falling below the 90% attendance requirement. **Strategy's Expected Result/Impact:** Families understand their child's attendance and how it affects promotion, every at-risk student starts the next year with a plan already in place, and the campus follows the 90% rule consistently. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Attendance Clerk, Attendance Committee, Classroom Teachers **ESF Levers:** Lever 3: Integrated Student Support Systems

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: Implement Tier 1 PBIS with fidelity: Teach, reinforce, and acknowledge schoolwide behavior expectations using a campus expectations matrix, explicit lessons in all settings, and a consistent acknowledgment system. The PBIS committee will use the Tiered Fidelity Inventory (TFI) to guide monthly action planning. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** APs, PBIS committee, all staff **ESF Levers:** Lever 3: Integrated Student Support Systems
Strategy 2 Details
Strategy 2: Make discipline decisions using data: The PBIS committee reviews discipline data monthly (referrals by location, time, grade level, behavior type, and student group) and shares findings with staff at least four times a year. Data will also be checked for disproportionality so responses are applied fairly across student groups. **Strategy's Expected Result/Impact:** Reduction in office referrals. **Staff Responsible for Monitoring:** APs, PBIS committee **ESF Levers:** Lever 3: Integrated Student Support Systems

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

Performance Objective 1: By June 2027, Wells Elementary will fill 100% of instructional vacancies with certified, highly qualified candidates using a consistent, structured hiring process.

Evaluation Data Sources: Vacancy reports

Strategy 1 Details
Strategy 1: Build a campus hiring committee (admin plus teacher leaders from the grade level or content area) that uses common interview questions, a scoring rubric, and a demo lesson or scenario task for finalists. **Strategy's Expected Result/Impact:** 100% of vacancies filled with certified candidates by the first day of school **Staff Responsible for Monitoring:** Principal, APs, hiring committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Strategy 2 Details
Strategy 2: Host student teachers and interns, identify strong paraprofessionals and substitutes with teaching potential, and encourage them toward certification pathways. **Strategy's Expected Result/Impact:** Candidates from the campus pipeline hired or recommended for hire **Staff Responsible for Monitoring:** Principal, APs, mentor teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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

Performance Objective 2: By May 2027, 100% of teachers will participate in job-embedded professional learning, and 25% of teachers will show growth of at least one performance level in their CF-TESS goal dimension.

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

Strategy 1 Details
Strategy 1: Administrators and coaches conduct frequent, short walkthroughs with specific, bite-sized feedback tied to CF-TESS dimensions and teacher goals, followed by coaching conversations when needed. **Strategy's Expected Result/Impact:** Growth on CF-TESS goal dimensions **Staff Responsible for Monitoring:** Principal, APs, instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details
Strategy 2: Grade-level PLCs/Planning meetings meet weekly using a consistent protocol focused on unit planning, student work, and data, so development happens inside the work rather than in one-off sessions. **Strategy's Expected Result/Impact:** Teacher survey showing 80% find PLCs/Planning Meetings useful for their practice **Staff Responsible for Monitoring:** APs, instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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

Performance Objective 3: By June 2027, Wells Elementary will maintain our high teacher retention rate and at least 90% of staff will report positive working conditions on the campus climate survey.

Evaluation Data Sources: District HR retention and turnover, first semester climate survey data, spring semester climate survey data, spring intent-to-return data

Strategy 1 Details
Strategy 1: Survey staff at least twice a year on current campus culture, support, and morale. Share results transparently and communicate outcomes. **Strategy's Expected Result/Impact:** Formative: Fall survey results and action steps Summative: Improvement on employee perception survey **Staff Responsible for Monitoring:** Principal, APs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Ongoing review of campus procedures for improvement with efficiency and evidence of impact with the goal while maintaining compliance with federal, state, and district expectations. **Strategy's Expected Result/Impact:** Feedback and reflection on each process to reduce staff workload and improve systems to support students efficiently. **Staff Responsible for Monitoring:** Principal, APs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Strategy 3 Details

Strategy 3: Provide multiple opportunities for staff to be recognized with consistent systems that includes staff shout-outs, celebrations tied to campus goals, and personal recognition from peers and leadership.

Strategy's Expected Result/Impact: Maintaining positive staff culture and all staff feeling valued.

Staff Responsible for Monitoring: APs, sunshine committee, PBIS committee, Vibe Tribe, Principal

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 3: Integrated Student Support Systems

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 Family Engagement: We will host 2 interactive parent involvement events per grade level, 1 each semester. **Strategy's Expected Result/Impact:** Increased parent engagement and involvement. **Staff Responsible for Monitoring:** Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Consistent Social Media Presence: Posting 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 parent newsfeed. 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. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Willbern Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will engage in small group instruction based on data to meet their needs. Strategy: Students will receive targeted support or extension based on their individual needs, demonstrate growth on priority skills, and move toward higher levels of achievement as progress is monitored through WeClimb data **Strategy's Expected Result/Impact:** Increased student achievement data **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. Strategy:Students will benefit from stronger instructional practices across classrooms and will demonstrate increased engagement, academic confidence, and achievement through rigorous and responsive learning experiences. **Strategy's Expected Result/Impact:** Increased student achievement data **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. Strategy: Students will experience more consistent, engaging, and rigorous instruction, resulting in stronger participation, deeper thinking, and improved mastery of grade-level content. **Strategy's Expected Result/Impact:** Increased student achievement data **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, Garden Crew 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Salaries - The content interventionists and behavior specialist to support teachers in the classroom

Consultants- Teachers will attend content trainings and deepen their knowledge of their content.

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.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** 100% of students and staff will be aware of and comply with all safety measures and protocols. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Counselors, Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase to 98%. **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. **Strategy's Expected Result/Impact:** Increased student achievement toward meeting all CIP targets under Goal 1. **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 Parent and Family Engagement:Use multiple forms of communication such as ParentSquare, social media, Whale Tales, and flyers for Tuesday Folders. **Strategy's Expected Result/Impact:** Increased participate in PAFE events **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist
Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increased participation in family events and decrease in student mobility **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist

Cypress-Fairbanks Independent School District

Wilson Elementary School

2026-2027



District Goal 1:The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen Tier 1 instruction across campus by providing specific PD for strategic small group intervention and implementing small groups with fidelity, focusing on 4th and 5th grade while building campus wide internalization of lessons prior to planning, including specialized departments(Resource, AB) in preparation for deep discussions and model lessons during planning sessions. Strategy: Students will participate in higher level questioning and intentional discourse designated to target instruction to support students moving from did not meets to approaches, approaches to meets, meets to masters on STAAR, specifically AA, Sped, EB, and Asian student populations supported by APs/Principal/ISs in every planning meeting as we plan for content conversations, problem solving, and reasoning while using targeted small group instruction as well as providing parents with more instructional tools and supports at home. **Strategy's Expected Result/Impact:** Improve the percentage of students moving from approaches to meets and meets to masters. **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Increase the percentage of students moving out of the Did Not Meet category by providing targeted, data-driven small group interventions and student goal setting throughout the instructional day. Strategy: Students will participate in differentiated small group instruction guided by teacher weekly planning sessions and grouping strategies written into weekly lesson plans in addition to students participating in data driven goal setting conferences with teachers in all content areas following assessments. **Strategy's Expected Result/Impact:** Improve the percentage of students moving from approaches to meets and meets to masters. **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal

Strategy 3 Details

Strategy 3: Instructional Focus: Identify gaps of instruction in math and implement more engaging lessons with movement, hands on experiences, manipulatives, visual models, and spiral reviews.

Strategy: Students will participate in engaging lessons that are well planned, prepared with all materials and manipulatives, visual supports, ect, and consistently ready for implementation upon student arrival, using scaffolds to support students as needed.

Strategy's Expected Result/Impact: Improve the percentage of students moving from approaches to meets and meets to masters.

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, Wranglerette Dance, Playground Clean Up Crew, Wilson Basketball Team, 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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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, Science Fair, 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 Workers-Retired teachers/Interventionists will collaborate with teachers pull small groups throughout the instructional day to assist with bridging student learning gaps.

9. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: 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. Clubs and Organizations: Offer academic, 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 art club, physical movement, and creativity. Family and Community Events: Involve students in planning and hosting school events, cultural nights, or family engagement activities. **Strategy's Expected Result/Impact:** Increase student engagement **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase . **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: Train all faculty and staff on Emergency Operations Plan and Crisis protocols. Train staff and parents on safety language and procedures (i.e. Lockout, Lockdown, Shelter, Hold, etc.) Inform staff and parents of the reunification process and procedures. Have plan in place for campus notification and make staff and parents aware of the messaging system, if ever there were an emergency. Train front office staff on receptionist and front desk expectations, customer service and role in an emergency **Strategy's Expected Result/Impact:** Create opportunities to rehearse procedures in case of an emergency. Create a safe learning and working environment for all students, faculty and staff. Increase safety drill language and expectations. **Staff Responsible for Monitoring:** Principal EOP Coordinator (AP) 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Behavior Coach, APs, Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 20%. **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. **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 **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 Parent and Family Engagement: We will incorporate a targeted parent access to instructional resources to help their child in rotations during family nights. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10% **Staff Responsible for Monitoring:** Principal, ISs, APs
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Create more interactive video content with staff and students to put on Wilson's social media platforms. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10% **Staff Responsible for Monitoring:** Principal, Social Media Designee, APs

Cypress-Fairbanks Independent School District

Woodard Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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 Strategy: The level of instructional rigor needs to be increased across all subjects to match the level of the TEKS being testing for STAAR, and the monitoring notebook needs to be utilized for differentiated and targeted small group instruction where teachers know, understand how to use data to diversify instruction. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff and paraprofessionals
Strategy 2 Details
Strategy 2: Instructional Focus: Increase the 3rd grade math performance at the approaches level Strategy: The level of instructional rigor needs to be increased across all subjects to match the level of the TEKS being testing for STAAR, and the monitoring notebook needs to be utilized for differentiated and targeted small group instruction where teachers know, understand how to use data to diversify instruction. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff and paraprofessionals
Strategy 3 Details
Strategy 3: Instructional Focus: To close learning gaps for our students with the highest behavior dysregulation 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Instructional Teaching Staff 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: Wolfpack Dance Team 3rd-5th, Woodard Pup Squad for PK, Woodard Pom Squad Dance Team K-2nd, Woodard Honor Choir/Drumline 4th-5th, Volleyball Team 4th-5th, Pickleball Team 4th-5th, Wolves on the Run 1st-5th, Girls Eliminating Modern Stereotype (G.E.M.S.) 4th-5th, Art Team 5th, Yearbook Team 4th-5th, Young Men of Distinction 3rd-5th, 5th Grade Student Leadership/Community Service, Spelling Bee, Parent Readers, Library and PE/Art/Music Volunteers, PACK Parent VIPS, Field Day, Grade Level Musicals, Family Night at the Book Fair, Fall/Spring Curriculum Nights, Willie's Spirit Nights, Texas Roadhouse Night, Marcos Spirit Night, Chick-Fil-A Night, and the support of our Woodard VIPS. **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries:

5th Grade ELAR Class Size Reduction

2nd Grade Math/Science Class Size

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.

7. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

8. PBIS Supplies- Students will earn incentives using the PBIS cash. An emphasis on incentives will assist with behavioral goals as listed in the CIP.

9. 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.

10. Contracted Services: Contracted services will offer students extensions to their every day learning provided hands-on learning opportunities to support curriculum.

Staff Responsible for Monitoring: Principal, APs, Instructional Specialist, Instructional Teaching Staff, Paraprofessionals, Testing Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: 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. **Strategy's Expected Result/Impact:** Students are celebrated for accomplishments for a variety of reasons, which helps improve their self-esteem. **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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & Instructional Staff
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & 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 as teachers will know, understand and utilize data to drive decisions thru diversified coaching opportunities. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & Instructional Staff

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & Instructional Staff
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & Instructional Staff
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & Instructional Staff
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners and maintain monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction as teachers will know, understand and utilize data to drive decisions thru diversified coaching opportunities. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & 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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, & 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. **Strategy's Expected Result/Impact:** Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and WOW Rallies. 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, teachers will provide students $5 PACK Cash if they have perfect attendance. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist and AP Secretary
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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), Behavior Specialist, Campus PBIS/Bullying Committee
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. Staff will be provided with diversified behavior management courses to complete thru Schoology. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s) and 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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 2026-27 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 will engage in PD on improving students' social and emotional health. **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. **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 Differentiated Instruction book study to support the academic, behavioral and social-emotional needs of our students. **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. **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 Parent and Family 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. **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. **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 commit to sending timely communication across several platforms (FB/Marquee/X/School Messenger/ParentSquare using the same hashtags: #ALLINWolfpack, #WOLFPACKSTRONG, #ALLONEFAMILY, #ChooseCFISD, & #CFISDSPIRIT **Strategy's Expected Result/Impact:** We will reach a larger audience of parents with the unified message in any location they look for information. **Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary

Cypress-Fairbanks Independent School District

Yeager Elementary School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: We will develop a more inclusive, engaging school culture and increase our support for teachers. Strategy: We will strengthen our school culture by empowering all teachers to grow professionally, build instructional confidence, and strengthen their practice through collaboration, targeted support, and data-informed professional learning. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Instructional Focus: We will increase our use of direct, hands-on, relevant, fast-paced, engaging interventions and learning experiences. 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. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal

Strategy 3 Details
Strategy 3: Instructional Focus: We need to continue to monitor individual student progress and use that data to prescriptively remediate as well as accelerate our students' learning. Strategy: We will involve students in goal-setting and progress monitoring. We will form a student tracking team to formally monitor student interventions and progress on academic and behavioral goals. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1 Salaries - Our Title 1 funds pay for class-size-reduction teachers as well as their substitutes in 4th and 5th grades. We will also use Title 1 funding to pay two additional paraprofessionals to support our special education students.
2) The funds will provide supplemental instructional supplies and materials to be used during our PAFE Community Involvement events

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: 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

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 or exceed their individualized growth norm will increase by 4% annually from the current baseline in reading.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal
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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal

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

District Performance Objective 5.1: The percentage of students who meet or exceed their individualized growth norm will increase by 4% annually from the current baseline in math.

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. **Strategy's Expected Result/Impact:** Increased math proficiency **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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. **Strategy's Expected Result/Impact:** Increased math proficiency **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. Students, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. **Strategy's Expected Result/Impact:** Decrease number of office referrals and reports of bullying. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, PBIS Team, Assistant Principals, teachers, staff

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff attendance every nine weeks. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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 professional development in the areas of classroom management, content-specific instructional models, and meeting the social-emotional needs of At-Risk students. **Strategy's Expected Result/Impact:** Teachers will deliver engaging lessons and implement strategies to build classroom community. **Staff Responsible for Monitoring:** Instructional Specialists, APs, Principal, Counselor, 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 5%.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Yeager will increase school-community communication by ensuring that there are both physical and electronic versions of school communication disseminated. **Strategy's Expected Result/Impact:** Parents will have ample opportunities to be informed regarding school events and opportunities for involvement. **Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Yeager will add social media monitoring to the admin meeting agenda **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists

Cypress-Fairbanks Independent School District

Anthony Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Teachers will purposefully plan questioning strategies and formative assessments to check for understanding of all student groups as documented in lesson plans. **Strategy's Expected Result/Impact:** Close learning gaps and move all student groups at least one performance band. **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. Strategy: Teachers will intentionally plan and incorporate opportunities where students listen, speak, read and write in their content daily as documented in lesson plans. **Strategy's Expected Result/Impact:** Close learning gaps and move all student groups at least one performance band. **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. Strategy: Teachers will plan and implement small group instruction on critical thinking skills or targeted TEKS as documented in the lesson plan. **Strategy's Expected Result/Impact:** Close learning gaps and move all student groups at least one performance band. **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 students in danger of earning a failing grade for a marking period. Families will receive digital notification regarding failures following each marking period, including opportunities for academic improvement. 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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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. Adjustments to coverage or procedures will be based on data and implemented with trial periods. **Strategy's Expected Result/Impact:** Students transition safely and efficiently throughout the building during the school day. **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), and Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes. Conduct Weekly Exterior Door Sweeps. Additional leadership positions will be trained and provide support as needed. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 100% of exterior and interior doors will remain locked to ensure all students remain safe. **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 high attendance rates will be awarded PBIS incentives. We will use data to help us address tardies and encourage students to be on time. **Strategy's Expected Result/Impact:** 97% overall attendance rate **Staff Responsible for Monitoring:** Assistant Principals; Principal

Strategy 2 Details
Strategy 2: The 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. Individualized attendance plans will be created for students with Excessive Absences. **Strategy's Expected Result/Impact:** 97% overall attendance rate **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 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 STOPit. Monthly PBIS Advisory lessons and Bringing Out the Best lessons will support students in recognizing dangerous behaviors. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Counselors; Assistant Principals
Strategy 2 Details
Strategy 2: 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 7%. **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. **Strategy's Expected Result/Impact:** Teachers will create and implement data-driven small group instruction in classrooms to increase student achievement. **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. **Strategy's Expected Result/Impact:** Use of best instructional practices throughout the campus will increase as a result of positive reinforcement. **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. **Strategy's Expected Result/Impact:** Teachers will design and deliver instruction based on our Ravens' Nest Core Values to increase student achievement. **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 Parent and Family Engagement: We will increase opportunities for VIPS and Watchdogs to partner with us for campus-based initiatives and activities. **Strategy's Expected Result/Impact:** Improved parent and family engagement with activities and celebration of activities happening on campus. **Staff Responsible for Monitoring:** Principal; Assistant Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will create additional platforms for social media and commit to more of an online presence. **Strategy's Expected Result/Impact:** Increased parent and family awareness of events and activities occurring on campus. **Staff Responsible for Monitoring:** Principal; Assistant Principal

Cypress-Fairbanks Independent School District

Aragon Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: LEP students will show increased scores on the TELPAS exam with focus on Speaking and Writing. Strategy: Teachers will increase student performance by intentionally integrating targeted ELPS strategies to maximize the impact of first-time quality instruction during class activities to promote collaborative student discourse and written response skills. **Strategy's Expected Result/Impact:** Increased student scores on DPM's, benchmarks, State Assessments **Staff Responsible for Monitoring:** Teachers, CCIS, Administration
Strategy 2 Details
Strategy 2: Instructional Focus: Economically Disadvantaged students will meet achievement targets. Strategy: Teachers will intentionally plan for and implement high-quality first-time instruction that engages all students through multiple modes of active learning, with a specific focus on student discourse and critical thinking. **Strategy's Expected Result/Impact:** Increased student scores on DPM's, benchmarks and State Assessments **Staff Responsible for Monitoring:** Teachers, CCIS, Administration
Strategy 3 Details
Strategy 3: Instructional Focus: Aragon students will increase Meets and Masters performance levels in Reading and Math. Strategy: Teachers will maximize student growth by providing opportunities for productive struggle and critical thinking through intentionally sequenced first-time instruction, purposeful questioning strategies, and differentiated instruction to increase cognitive engagement. **Strategy's Expected Result/Impact:** Increased student scores on DPM's, benchmarks and State Assessments **Staff Responsible for Monitoring:** Teachers, 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: PE Teachers, Principal

Strategy 5 Details

Strategy 5: Dropout Prevention: Students who have a history of failing multiple courses (an indicator of potential drop-out risk), will have their data tracked by the instructional specialists who will also meet with the student and campus staff supporting the student.

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: Students will experience success outside of the classroom. Additionally, 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: All staff

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - 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 including planning, after school support, and Saturday school.
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 student with instructional goals.
6. Snacks - Student snacks will be purchased for after school targeted tutorials and Saturday school.
7. Library Books
8. Professional Development Books and Consulting - Professional books will support the campus instructional and relational initiatives. We will also looks at providing Capturing Kids' Hearts to all staff
9. Summer School Assistance for students
10. Student participating in extracurricular activities - Technology Students Association
11. Parent Involvement - We will increase parent involvement throughout the year with events like Family Academic and Game Nights, Counselor Coffee Talks, Summer Literacy Backpacks, etc.
12. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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

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. **Strategy's Expected Result/Impact:** Students will know how to react in an emergency situation. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students will participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior skills. In addition, we 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 Principals, Campus Bullying Committee

Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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/ 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase. **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, monthly professional development each month to all teachers in an effort to improve instructional strategies, relational strategies, and planning practices. We will also suggest district provided professional development for more targeted content based instructional support for teachers. **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. **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

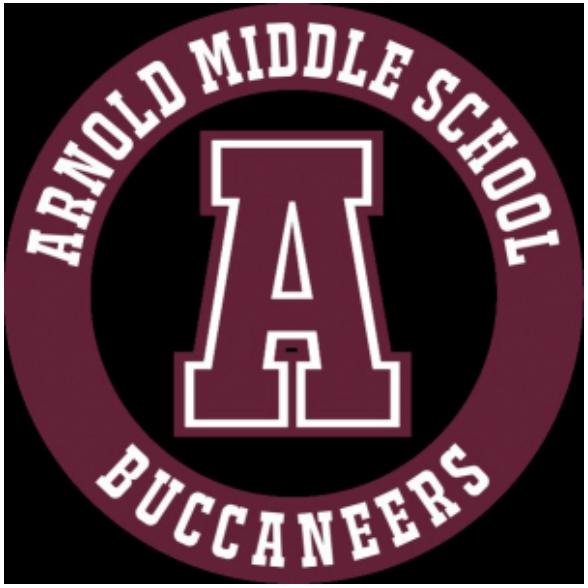
Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Each semester, we will offer at least two family engagement activities for families to come together and learn more about how to increase their students success. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Director of Instruction, Academic Achievement Specialist, Director of Instruction Helping Teacher, Counselors, Assistant Principals

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Aragon will increase our social media presence by adding more posts about instructional activities inside the classroom. **Strategy's Expected Result/Impact:** Improved awareness about what is taking place inside the classroom each day. **Staff Responsible for Monitoring:** CCIS, Administrators , Social Media Champion

Cypress-Fairbanks Independent School District

Arnold Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Arnold will strengthen Tier 1 instruction by establishing clear Learning Intentions and Success Criteria and facilitating discourse-driven, flexible small-group instruction, empowering every student to take ownership of their learning and build stamina for independent critical thinking across all subjects. Strategy: Students will demonstrate and articulate their academic Learning Intentions and Success Criteria to internalize and actively take ownership of their learning. **Strategy's Expected Result/Impact:** Increased student scores on DPMs, benchmarks, and state assessments as students actively monitor their own progress toward grade level mastery. **Staff Responsible for Monitoring:** Teachers Campus Content Instructional Specialists Administration

Strategy 2 Details
Strategy 2: Instructional Focus: Arnold will strengthen Tier 1 instruction by establishing clear Learning Intentions and Success Criteria and facilitating discourse-driven, flexible small-group instruction, empowering every student to take ownership of their learning and build stamina for independent critical thinking across all subjects. Strategy: Students will engage in structured academic discourse during core instruction and flexible small-group instruction to explain their reasoning and apply content vocabulary, while teachers actively listen to assess understanding and deliver targeted feedback. **Strategy's Expected Result/Impact:** Narrowed achievement gaps for student groups, evidenced by increased academic language proficiency and improved performance on DPMs, benchmarks, and state assessments. **Staff Responsible for Monitoring:** Teachers Campus Content Instructional Specialists Administration

Strategy 3 Details

Strategy 3: Instructional Focus: Arnold will strengthen Tier 1 instruction by establishing clear Learning Intentions and Success Criteria and facilitating discourse-driven, flexible small-group instruction, empowering every student to take ownership of their learning and build stamina for independent critical thinking across all subjects.

Strategy: Students will independently complete weekly, multi-step formative tasks to demonstrate their understanding and build the critical thinking stamina required to perform at the Meets and Masters levels.

Strategy's Expected Result/Impact: Higher percentages of students reaching Meets Grade Level and Masters Grade Level standards on DPMs, benchmarks, and state assessments, driven by strengthened problem-solving stamina and independent thinking skills across all core subjects.

Staff Responsible for Monitoring: Teachers
Campus Content Instructional Specialists
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: Campus administrators will work collaboratively with the registrar to locate students who withdraw from campus.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal
DI
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: Fine Arts, Athletics, high school credit courses, after-school clubs and activities, Soccer Start, Dierker's Champs, leadership opportunities, and recess incentive opportunities.

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
Director of Instruction
Assistant Principals
Counselors
AAS

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

1. Staffing Support - We will use Title funds for 4 class-size reduction teachers in Language Arts (1), Math (2), and Social Studies (1), 1 Testing Coordinator, and 1 bilingual parent liaison; all of these accelerate/impact our students' achievement and academic growth by reducing student-teacher ratios, supporting student wellness, and improving communication with families regarding Arnold information, student goals/needs, and pathways toward success.

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 6 or more students in tutorials after school and during Saturday enrichment/tutorial days to support our instructional goals as specified in the CIP.

4. Temporary workers - We will hire interventionists to implement small-group instruction (pullouts and push-ins) to support our academic goals as specified in the CIP.

5. Instructional Supplies and Software - We will use Title I funds to purchase essential classroom and campus supplies (copy paper, badge printer and supplies) and specialized digital management platforms--including Educators' Handbook for behavioral tracking and PBIS Rewards to strengthen a positive cultural environment to support our instructional goals as specified in the CIP.

6. Parent Involvement - We will allocate funds for materials to host campus family events (Open House, Curriculum Night, Family Bingo, Buc Express, Electives Night, Student Showcase).

7. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal
Director of Instruction
Academic Achievement Specialists

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 9 Details
Strategy 9: Improving Student Engagement: Implement schoolwide PBIS practices and student incentive programs--including advisory class rewards and extra recess privileges (no discipline/absences/tardies/failing grades)--to boost student engagement, positive behavior, and a sense of belonging. **Strategy's Expected Result/Impact:** Increased student engagement including an increased number of students utilizing PBIS rewards points and increased attendance at recess along with improved behavior indicators (reduced referrals, tardies, and out-of-class disciplinary assignments as compared to 2025-2026 measures). **Staff Responsible for Monitoring:** Academic Achievement Specialists Director of Instruction 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: Arnold will enforce district safety protocols through active supervision of students, staff, and visitors at entry points and vigilant monitoring throughout the school day. **Strategy's Expected Result/Impact:** Maintain 100% compliance with safety protocols: all students carry clear backpacks and wear daily IDs (or receive temporary badges), classroom doors stay locked, exterior doors remain secured, and unbadged visitors are checked and screened. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Academic Achievement Specialists 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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Attendance Principals Academic Achievement Specialists

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. **Strategy's Expected Result/Impact:** Violent incidents will be reduced to 0% **Staff Responsible for Monitoring:** Assistant Principals Counselors Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 Principals Campus Bullying Committee

Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal Assistant Principals Director of Instruction

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 recognize staff with perfect attendance each month with certificates and incentives. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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: Observation/weCLIMB Data
Lesson Plans

Strategy 1 Details
Strategy 1: Instructional Leaders and Teachers will participate in professional development focused on Teacher Clarity including the development of learning intentions, success criteria, the students' use of success criteria to self-monitor and reflect on their academic progress. **Strategy's Expected Result/Impact:** Increased student ownership and accountability, as evidenced by self-monitoring of individual progress and submission of higher quality work that supports student growth goals. **Staff Responsible for Monitoring:** Director of Instruction Principal 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 Parent and Family Engagement: Provide informative and engaging monthly newsletters highlighting campus and community events and welcoming parents to Parent and Family Engagement Events during the school year. In newsletters and during each family event, feedback will be requested and shared with staff to reflect, respond, and improve practice. **Strategy's Expected Result/Impact:** Increased parent involvement including stronger connections and increased parent feedback **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will build our social media presence by posting at least twice a week across official campus accounts including Instagram and Facebook. We will use photos and short highlights from daily classroom activities, school events, and teacher shoutouts to regularly celebrate the success of our students and staff. **Strategy's Expected Result/Impact:** Family and community engagement will increase. **Staff Responsible for Monitoring:** Principal DI CCIS Counselors

Cypress-Fairbanks Independent School District

Bleyl Middle School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: RLA: We will increase the performance of African American students across multiple subpopulations. Strategy: RLA: We will increase students' access to vocabulary by incorporating 2-3 visual thinking strategies while modeling the use of context clues, making inferences, and monitoring comprehension in reading and writing. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Language Arts CCIS
Strategy 2 Details
Strategy 2: Instructional Focus: Math: We will increase the performance of African American students across multiple subpopulations. Strategy: We will use models, manipulatives, and visual representations during first-time instruction to ensure that students demonstrate growth in conceptual understanding and foundational math skills. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Math CCIS
Strategy 3 Details
Strategy 3: Instructional Focus: Science: We will increase the performance of African American students across multiple subpopulations. Strategy: Science: We will provide scaffolded instruction using images, charts, graphs, and tables. Twice a week in warm-ups and a minimum of once a week during instruction. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **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 develop students' ability to analyze historical artifacts, use evidence to support conclusions, and clearly explain their historical reasoning.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: *Salaries: 5 teachers 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.
*Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Securly.
*Extended Day pay: Staff members 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.
*Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 10 Details

Strategy 10: 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

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. **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. **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. **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. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. 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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Teachers, Counselors, Administration
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 25% or more. **Staff Responsible for Monitoring:** Administration, 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
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. **Strategy's Expected Result/Impact:** Students will be challenged at a higher learning level as teachers will implement the strategies learned from their training. **Staff Responsible for Monitoring:** Teachers, CCIS, 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 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: -active parent engagement -awareness of the student and school-related topics - the facilitation of more open and positive relationships between students, parents, and staff - the development of more active home/school partnerships to influence student academic outcomes **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **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 Parent Square and our active social media platforms (Twitter and Facebook). **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administration and Campus Social Media Committee

Cypress-Fairbanks Independent School District

Campbell Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Increase student growth in reading, math, social studies, and science by raising the rigor of instruction through intentional planning, small group intervention and individualized instruction to focus on Emergent Bilingual, African American, and multi-race populations. Strategy: Students will participate in higher level instruction and more rigorous tasks to improve STAAR performance through intentional planning using backward design and TEK deconstruction. **Strategy's Expected Result/Impact:** Campus will meet expected targets. **Staff Responsible for Monitoring:** Appraisers, instructional leaders and teachers
Strategy 2 Details
Strategy 2: Instructional Focus: Increase student growth in reading, math, social studies, and science by raising the rigor of instruction through intentional planning, small group intervention and individualized instruction to focus on Emergent Bilingual, African American, and multi-race populations. Strategy: Students will participate in differentiated instruction to meet their specific needs (identified by data review) during closing the gap time, classroom small groups, and by working with support teachers or instructional paraprofessionals. **Strategy's Expected Result/Impact:** Campus will meet expected targets. **Staff Responsible for Monitoring:** Appraisers, instructional team and teachers

Strategy 3 Details

Strategy 3: Instructional Focus:
Increase student growth in reading, math, social studies, and science by raising the rigor of instruction through intentional planning, small group intervention and individualized instruction to focus on Emergent Bilingual, African American, and multi-race populations.

Strategy:
Students will participate in individual writing conferences to focus on their specific needs of students scoring between 0-3 on the ECR writings.

Strategy's Expected Result/Impact: Campus will meet or exceed targets.

Staff Responsible for Monitoring: Appraisers, instructional team and 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: Dropout Prevention: Campus will review excessive absence reports weekly.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

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, Cy-Hope mentoring with Leadworthy, PALs with Cy-Creek, Soccer Start and teacher sponsored clubs.

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, Director of Instruction

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

1. Salaries - The 4 teachers and 1 Behavior Interventionist.

2 . Professional Development -The leadership team, teaching staff, and paraprofessionals 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, paper, folders, Chromebook chargers for all students to track data to support our instructional goals as specified in the CIP.

10. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, DI

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 9 Details
Strategy 9: Improving Student Engagement: Student Council school-wide events and PBIS rewards. **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

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. **Strategy's Expected Result/Impact:** Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. Announce weekly attendance rates by grade level on social media. Give a Chick-fil-a reward each 9 weeks for perfect attendance. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, counselors
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism. Award staff members with Chick-fil-a gift cards. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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 Teacher Clarity, deconstruction of TEKS, raising rigor, and small group instruction, incorporating highly effective first time instructional strategies. They will be given opportunities to lead through Ripple Effect, committee and peer-to-peer classroom observations. Substitutes will be provided for department planning days.

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. **Strategy's Expected Result/Impact:** Teachers will grow in areas they choose and will have a higher job satisfaction. **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 Parent and Family Engagement: Monthly newsletter highlighting upcoming events **Strategy's Expected Result/Impact:** Higher Parent participation at events. **Staff Responsible for Monitoring:** Principal/ DI

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Higher Parent Participation at events **Staff Responsible for Monitoring:** Principal/DI

Cypress-Fairbanks Independent School District

Cook Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: By using backward design to align instruction and assessments with TEKS, students will gain clarity on learning targets, experience purposeful daily instruction, and demonstrate meaningful mastery of state standards. **Strategy's Expected Result/Impact:** Teams will consistently use backward design to plan TEKS-aligned assessments and instruction. 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. **Staff Responsible for Monitoring:** Principal Director of Instruction 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. Strategy: Every student will participate in small group instruction based on informal and formal assessments at least once a week. **Strategy's Expected Result/Impact:** Students will show growth when teachers use data to pull small groups for specialized instruction each week. **Staff Responsible for Monitoring:** Principal Director of Instruction 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: Instructional Focus: During direct instruction and guided practice, we will plan and implement questioning
Strategies: Students will routinely reflect on and speak about their learning through structured partner conversations, whole-class checks, and individual responses.

Strategy's Expected Result/Impact: Teachers will use either a cold calling system, turn and talk, or total response protocols to ensure students are cognitively engaged and participating.

Staff Responsible for Monitoring: CCIS and DI

Strategy 5 Details

Strategy 5: Instructional Focus: During independent practice, we will use timers to chunk the practice.
Strategy: Students will routinely make their thinking visible through active checks, quick checks for understanding, and ongoing demonstration of core concepts.

Strategy's Expected Result/Impact: Misunderstandings will be identified early to provide additional instructiona nd clarification.Teachers will embed planned check-ins to ensure students are demonstrating their understanding.

Staff Responsible for Monitoring: CCIS and DI

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: Director of Instruction
Boys and Girls PE Teachers

Strategy 7 Details

Strategy 7: 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 8 Details

Strategy 8: 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: 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 9 Details

Strategy 9: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries- The four class-size reduction teachers in Math(1), Reading & Writing (3), and a Testing Coordinator (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. Instructional Supplies- We will purchase software for student use and tracking such as: PBIS/Navigate 360, IXL Learning, Wayqound Quizzz, Gimkit, Distribution, Educators Handbook, Securly, Lead4ward. Additional student supplies such as pens, pencils, project boards, whiteboards, paper, and markers.
5. 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.
6. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal
Director of Instruction

Strategy 10 Details

Strategy 10: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 11 Details

Strategy 11: 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

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. **Strategy's Expected Result/Impact:** Improved campus safety **Staff Responsible for Monitoring:** Assistant Principals 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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, Behavior Specialist
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will create campus-wide incentives to support 100% monthly attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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. -Staff choose their learning paths related to their personal professional goals and goals for student growth. -Learning Paths meet six times per year. -Research based strategies are modeled and presented to teachers. -Participants collaborate and plan for future classroom strategies, using research-based strategies from the campus professional development library and each other. -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. -Participants reflect on shared lessons, ask questions, and strategize for future lessons. **Strategy's Expected Result/Impact:** Increased implementation of research-based instructional strategies. Increased student achievement. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Parents will be informed of ways to get involved and upcoming events. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Dean Middle School

2026-2027



District Goal 1:The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. 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. **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. **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. 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. **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. **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: 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, Assistant Principals, AAS

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

10. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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. **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. **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. **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables. **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 Parent and Family 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. **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. **Staff Responsible for Monitoring:** Principal, DI

Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal, DI

Cypress-Fairbanks Independent School District

Goodson Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Intentional and purposeful planning with a campus-wide common lesson plan Strategy: Teachers will design and implement purposeful instruction that aligns with learning objectives (including learning intention and success criteria) and student needs **Strategy's Expected Result/Impact:** improved student comprehension, higher academic achievement, and cognitive engagement **Staff Responsible for Monitoring:** Principal, Director of Instruction, APs, CCIS, 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. Strategy: Teachers will facilitate academic discourse to promote critical thinking and deepen student understanding **Strategy's Expected Result/Impact:** enhance students' critical thinking, communication skills, and content mastery **Staff Responsible for Monitoring:** Principal, Director of Instruction, APs, and AAS

Strategy 3 Details
Strategy 3: Instructional Focus: Student-Centered Coaching Support focused on academic discourse, small group instruction, and cognitive engagement Strategy: CCIS will work with teachers to utilize data to deliver targeted small-group instruction, plan for structured student discourse, & tutorials to address specific learning gaps and support differentiated learning **Strategy's Expected Result/Impact:** close learning gaps, support differentiated instruction, and improve overall student performance by addressing individual academic needs more effectively **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 Assistant Principals 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: 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.

Strategy's Expected Result/Impact: The percentage of students taking RLA STAAR will increase performance at the approaches level from 85% to 88% in 7th grade and from 93% to 97% in 8th grade. The percentage of students taking Math STAAR will increase at the approaches level from 86% to 91% in 6th grade, 71% to 82% in 7th grade, and 71% to 77% in 8th grade.

Staff Responsible for Monitoring: Principal, DI, AAS

Strategy 7 Details

Strategy 7: Improving Student Engagement: Encourage an increase in student participation in various clubs and organizations

Strategy's Expected Result/Impact: Cultivate a sense of belonging and social responsibility, enhance community connections, and develop students' leadership and teamwork skills

Staff Responsible for Monitoring: Principal, Assistant Principals, 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. **Strategy's Expected Result/Impact:** Completion of all project safety lessons **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) taks and trainings will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, APs

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. **Strategy's Expected Result/Impact:** 96% overall attendance rate **Staff Responsible for Monitoring:** Principal, DI, 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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% 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, acknowledgement at faculty meetings, and an incentive reward. An incentive program will be created for the "Team" and/or department with the highest attendance percentage each month. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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 (CF-TESS, weClimb, etc.)
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), including the recordings, Campus Professional Learning sessions focused on student discourse and teacher clarity, CFISD EdTech trainings, numerous Gifted and Talented trainings for GT certification, including our campus GT Course on Cognitive Engagement Strategies, and numerous district curriculum trainings in August and throughout the entire school year. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, DIHT, 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 Parent and Family Engagement: Goodson will promote and grow our VIPS program by highlighting their support through social media platforms and monthly newsletters **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 **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 **Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms **Staff Responsible for Monitoring:** Principal and Director of Instruction

Cypress-Fairbanks Independent School District

Hamilton Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen student achievement through high-quality first-time instruction (Tier I) supported by clear, intentional planning and weekly progress monitoring to target struggling students prior to assessments by creating structured small groups in class (Tier II) and skill-specific Tier III pull outs. 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. **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, CCIS
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen student achievement through high-quality first-time instruction (Tier I) supported by clear, intentional planning and weekly progress monitoring to target struggling students prior to assessments by creating structured small groups in class (Tier II) and skill-specific Tier III pull outs. Strategy: Increase cognitive student engagement by implementing High-Quality First-Time Instruction (HQFTI) strategies, incorporating regular opportunities for student discourse, and encouraging student choice where appropriate to increase motivation. **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, CCIS

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthen student achievement through high-quality first-time instruction (Tier I) supported by clear, intentional planning and weekly progress monitoring to target struggling students prior to assessments by creating structured small groups in class (Tier II) and skill-specific Tier III pull outs.

Strategy: Develop a system to track the effective implementation of small group instruction using the Tier 2 Progress Monitoring Sheet.

Strategy's Expected Result/Impact: Fewer students will require Tier 3 intervention.

Staff Responsible for Monitoring: DI, AAS, DIHT, CCIS

Strategy 4 Details

Strategy 4: Instructional Focus: Strengthen student achievement through high-quality first-time instruction (Tier I) supported by clear, intentional planning and weekly progress monitoring to target struggling students prior to assessments by creating structured small groups in class (Tier II) and skill-specific Tier III pull outs.

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 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: 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 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details
Strategy 8: 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. **Strategy's Expected Result/Impact:** Staff will be more prepared in the event of a safety emergency. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0% **Staff Responsible for Monitoring:** Assistant Principals, Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: We will have at least a 10% gain in our current EPS results where only 83% of Hamilton MS staff agreed that they received various forms of feedback designed to improve their performance.

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 using weCLIMB, 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. **Strategy's Expected Result/Impact:** We will have at least a 10% gain in our current EPS results where only 83% of Hamilton MS staff agreed that they received various forms of feedback designed to improve their performance. **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, tiered intervention strategies, and effective data analysis. We will offer optional micro-PD sessions on Fridays during teachers' planning periods. **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. **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 10%.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Reduce the volume of communication from the campus by providing families with a monthly newsletter and a weekly eBlast. **Strategy's Expected Result/Impact:** Build stronger partnership with our parents and community. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Build stronger partnership with our parents and community. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Math CCIS/Social Media Liaison

Strategy 3 Details
Strategy 3: Increasing trust among stakeholders: Utilize Chromebooks in class more intentionally. Balance the need for personal device usage by incorporating more hands-on activities. **Strategy's Expected Result/Impact:** The level of cognitive engagement among students will increase, which will, in turn, positively impact formative and summative assessment results. **Staff Responsible for Monitoring:** Principal, DI, CCIS

Cypress-Fairbanks Independent School District

Hopper Middle School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Student academic growth in ELAR was 68%, indicating a need to accelerate individual student progress while also increasing the percentage of students achieving at the Meets and Masters performance levels. Strategy: Use student data to intentionally plan small-group instruction and spiral previously taught skills, while providing consistent opportunities for students to engage with rigorous texts and information, analyze and make meaning from what they read, and communicate their understanding through written and verbal responses supported by text evidence. **Strategy's Expected Result/Impact:** Students will receive targeted instruction based on individual needs while increasing their ability to independently comprehend, analyze, and communicate their understanding of increasingly complex texts. This will result in increased student growth and a 3% increase in Meets and Masters performance. **Staff Responsible for Monitoring:** Principal, Director of Instruction
Strategy 2 Details
Strategy 2: Instructional Focus: Only 66% of students demonstrated growth in a performance level in Math, indicating a need to accelerate individual student progress while increasing the percentage of students achieving at the Meets and Masters performance levels. Strategy: Use backward-designed planning, intentional spiraling, and data-driven small groups to address prerequisite skill gaps while maintaining grade-level rigor. Instruction will consistently require students to interpret problems and mathematical information, determine appropriate strategies, and justify solutions through written and verbal mathematical reasoning. **Strategy's Expected Result/Impact:** Students will strengthen foundational skills while developing greater independence in processing mathematical information, selecting appropriate strategies, and communicating their reasoning. This will result in increased student growth, more students progressing to higher performance levels, and a 3% increase in Meets and Masters performance. **Staff Responsible for Monitoring:** Principal, Director of Instruction

Strategy 3 Details

Strategy 3: Instructional Focus:
Science performance indicates a need to increase the percentage of students demonstrating deeper mastery and application of grade-level content, specifically at the Meets and Masters performance levels.

Strategy:
Consistently spiral previously taught concepts and engage students with scientific texts, models, data, investigations, and other stimuli that require them to interpret information, make connections, draw conclusions, and communicate scientific reasoning using evidence. Use student responses to identify misconceptions and provide targeted small-group instruction.

Strategy's Expected Result/Impact: Students will develop stronger conceptual understanding and improve their ability to independently analyze scientific information, apply prior learning to new situations, and explain conclusions using evidence. This deeper level of thinking and application will result in a 3% increase in Meets and Masters performance.

Staff Responsible for Monitoring: Principal, Director of Instruction

Strategy 4 Details

Strategy 4: Instructional Focus:
Social Studies performance indicates a need to move more students beyond basic recall toward deeper analysis and application of content in order to increase achievement at the Meets and Masters performance levels.

Strategy:
Provide frequent opportunities for students to engage with primary and secondary sources, maps, graphs, political cartoons, and other content-rich stimuli. Students will analyze information, make connections to previously learned content, draw conclusions, and communicate their thinking using relevant evidence, while teachers intentionally spiral essential content and vocabulary.

Strategy's Expected Result/Impact: Students will move beyond memorization toward independently interpreting information, making meaning from multiple sources, and supporting conclusions with evidence. Increased opportunities to process and communicate their thinking will lead to deeper content mastery and a 3% increase in Meets and Masters performance.

Staff Responsible for Monitoring: Principal, Director of Instruction

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 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 7 Details

Strategy 7: 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, and Technology Education.

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: None

Strategy 8 Details

Strategy 8: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

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.

6. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 10 Details

Strategy 10: Improving Student Engagement: Utilize extended lunch on Wednesdays as an intentional opportunity for relationship-building, with teachers pushing into the cafeteria to engage students in social activities, informal conversations, and shared experiences.

Strategy's Expected Result/Impact: These interactions will create new connections between students and staff, strengthen students' sense of belonging, and increase positive engagement with the school community.

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 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. **Strategy's Expected Result/Impact:** Students and Staff will be in a safe environment Intruders will be easily identifiable **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists

Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, 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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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 and provide additional staff incentives. **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 - allow teachers the opportunity to see colleagues successfully implementing instructional strategies Learning Hoppertunities - professional development sessions that address campus wide needs as they arise Zero Hour - professional development six times a year hosted by instructional leadership and teacher leaders on various instructional practices WeClimb Master Teacher Coaching - a district created form to collect data on instructional strategies observed in classroom observations **Strategy's Expected Result/Impact:** Teachers will grow in areas that align with their goals. **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 Parent and Family 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. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals

Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals

Cypress-Fairbanks Independent School District

Kahla Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: By the end of the current school year, Kahla Middle School will increase academic performance and growth in Math and Grade 8 Social Studies by 5%. Strategy: Teachers will explicitly define and model clear learning intentions and success criteria for every lesson, using purposeful checks for understanding and structured discourse to engage students in high-level thinking and self-monitored learning. **Strategy's Expected Result/Impact:** We anticipate increasing the percentage of students who score 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 2 Details
Strategy 2: Instructional Focus: By the end of the current school year, Kahla Middle School will accelerate student mastery in Grade 8 Social Studies and expand high-level reading performance across Grades 6-8. Strategy: Teachers will utilize the Ready-Set-Grow student growth process and data analysis to diagnose specific TEKS skill gaps, prerequisite learning needs, and required language supports, delivering precise small-group instruction and text-based extensions for advanced learners. **Strategy's Expected Result/Impact:** We expect to increase the percentage of students 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 3 Details

Strategy 3: Instructional Focus: By the end of the current school year, Kahla Middle School will close academic achievement gaps for Special Education, Emergent Bilingual, and Hispanic students.

Strategy: Implement the Every Move Matters monthly cycle and the 4 Disciplines of Execution (4DX) framework to establish weekly leadership commitments, targeted coaching walks, and routine monitoring of classroom accommodations and language supports.

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: 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.

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

1. Additional Staffing - The class-size reduction teachers will assist in lowering the student-to-teacher ratio. Paraprofessionals 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 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.

8. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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

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. **Strategy's Expected Result/Impact:** All students and staff will comply with campus safety protocols. **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. **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. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Increased staff attendance by 1% **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. **Strategy's Expected Result/Impact:** Teachers will implement and use PD sessions to enhance their Personal Professional Goals. **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. **Strategy's Expected Result/Impact:** Teachers will seek opportunities to enhance their personal and professional goals. **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 Parent and Family 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). **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. **Staff Responsible for Monitoring:** Principal, DI, AAS, Counselors, Teachers
Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Director of Instruction and DIHT

Cypress-Fairbanks Independent School District

Labay Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Expecting quality work from all students. 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. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, teachers
Strategy 2 Details
Strategy 2: Instructional Focus: Making data-driven decisions for all students. 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. **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. **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. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal 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: 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: Teachers, Counselors, AASs, DI

Strategy 6 Details

Strategy 6: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

1. Salaries: The 3 additional teachers in content-area classes will lower class sizes and will assist in meeting instructional goals. One behavior specialist to support students in being successful in the classroom.

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, Family Game Night, Winter Carnival, 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.

10. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal
Director of Instruction
AASs
STAAR-Tested Content Teachers
DI Helping Teacher
CCISs

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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

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. **Strategy's Expected Result/Impact:** Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **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. **Staff Responsible for Monitoring:** Principal Director of Instruction All Teachers AASs APs Attendance Secretary/Registrar Counselors

Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **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. **Staff Responsible for Monitoring:** Principal Director of Instruction AASs APs Attendance Secretary/Registrar 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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officer, All Staff
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior skills. **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

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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **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, Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts), Pete Hall, and other leadership development opportunities. **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. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Labay developed professional development will be targeted and relevant to the staffs needs that employ the use of Hattie's Best Practices. Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms. **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 Parent and Family Engagement: Because parents/guardians sometimes 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 will continue producing a monthly campus newsletter and posting PFE events on the campus marquee. **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. Parents will also see upcoming events posted on marquee in front of the school. **Staff Responsible for Monitoring:** Principal, Director of Instruction, APs
Strategy 2 Details
Strategy 2: 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. Posts will be tagged to other Labay social media accounts such as athletics, fine arts, etc. to increase visibility. **Strategy's Expected Result/Impact:** With more administrators having access to the campus social media accounts, the expectation is that more posts will happen. Since these posts will be connected to other high visibility accounts such as athletics and fine arts, parents will be more aware of upcing events. **Staff Responsible for Monitoring:** Principal, Director of Instruction, APs

Cypress-Fairbanks Independent School District

Rowe Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Teachers will continue to use the blended learning format to provide cognitively engaging learning experiences that are differentiated and rigorous. Strategy: We will continue to provide instructional literacy support for teachers across the curriculum with RACE (writing strategy), signposts (nonfiction reading strategy), and reading charts and diagrams. **Strategy's Expected Result/Impact:** As a result of practicing and implementing targeted literacy strategies, students will show growth and increased achievement levels in all core content assessments. **Staff Responsible for Monitoring:** Campus Appraisers; Campus Content Instructional Specialists
Strategy 2 Details
Strategy 2: Instructional Focus: Teachers will continue to use the blended learning format to provide cognitively engaging learning experiences that are differentiated and rigorous. Strategy: Teachers will provide clear learning intentions and success criteria each day that are aligned with the rigor of the TEKS. Teachers will add daily mastery checks (formative assessment / exit tickets). **Strategy's Expected Result/Impact:** Student achievement will increase as a result of showing daily incremental success from clear learning goals for all student groups. **Staff Responsible for Monitoring:** Campus Administrators; Campus Instructional Coaches

Strategy 3 Details

Strategy 3: Instructional Focus: Teachers will continue to use the blended learning format to provide cognitively engaging learning experiences that are differentiated and rigorous.

Strategy: Future-ready Studios will include opportunities for communication, critical thinking, and collaboration. Teachers will be trained on cognitive engagement strategies that can be applied to future-ready
studios, as well as small group instruction.

Strategy's Expected Result/Impact: Student levels of cognitive engagement will increase within blended learning studios, leading to depth of understanding and learning retention.

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 cooking club and the chess club.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 72% to 90%, at the Meets Level from 47% to 60%, and at the Masters Level from 21% to 41% by 2029.

Staff Responsible for Monitoring: Rowe Student Group Sponsors, Director of Instruction, Academic Achievement Specialists

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

With Title I support, Rowe will implement the following measures:

1. Salaries--The testing coordinator position, one behavior specialist, and 4 class-size reduction teachers in social studies (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.

8. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal; Director of Instruction; Academic Achievement Specialists

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table.

With SCE support, Rowe will implement the following measures:

1. Provide coaching and supplies for the Soccer Start and Rowe Baseball intervention programs.
2. Purchase reading material for students in reading intervention courses.

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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

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. **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. **Staff Responsible for Monitoring:** Assistant Principals Campus Administrators 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. **Strategy's Expected Result/Impact:** Our campus will be prepared for emergency situations. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate Rowe implements the following protocols to monitor and address attendance: --Administrators monitor weekly attendance averages by grade level. --Daily attendance calls for "no contact." --Warning letter sent after 3 and 5 days of absences. --Assistance principals call parents of students with more than 8 absences to offer support and discuss the 90% attendance requirement. **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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.). **Strategy's Expected Result/Impact:** 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner 2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc. 3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors. **Staff Responsible for Monitoring:** Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavior specialists

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. **Strategy's Expected Result/Impact:** We are expecting better attendance rates due to recognizing perfect attendance. **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. **Strategy's Expected Result/Impact:** Attendance rates will improve for all staff. **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 instructional training over various cognitive engagement strategies, literacy and ELPS, and Blended Learning was provided in August. Additionally, teachers were introduced to the Clarity model of instructional planning and lesson planning. Teachers receive individualized feedback throughout the year on instructional initiatives through the WeClimb observation process. Building-wide trends are communicated with the entire staff, and observation data is used to create Wisdom Wednesday level-up PD sessions throughout the year. **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. **Staff Responsible for Monitoring:** Director of Instruction Principal Instructional Team

Strategy 2 Details
Strategy 2: All staff are able to provide feedback and comments at any time in the principals' comment box which is located in the staff workroom. **Strategy's Expected Result/Impact:** Teachers will have input in development of Rowe systems and procedures. This will create more buy-in for implementation. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Parents will become more involved in our school efforts and events and provide increase support for their students. **Staff Responsible for Monitoring:** Academic Achievement Specialist
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Post at least 3 times per week, highlighting student achievement, staff spotlights, and positive campus news. **Strategy's Expected Result/Impact:** We will increase our following and presence on social media. **Staff Responsible for Monitoring:** Behavior Interventionists

Cypress-Fairbanks Independent School District

Salyards Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: To plan for an increase student academic engagement. Strategy: The campus will support teachers in planning, 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. **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. **Staff Responsible for Monitoring:** Content CCIS, Director of Instruction, Assistant Principals, Principal.
Strategy 2 Details
Strategy 2: Instructional Focus: Social Studies TEKS performance. 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. **Strategy's Expected Result/Impact:** Students will show mastery in understanding of primary sources through the growth of academic language. **Staff Responsible for Monitoring:** Social Studies CCIS, Appraiser, Director of Instruction
Strategy 3 Details
Strategy 3: Instructional Focus: Mathematics TEKS performance. Strategy: Mathematics teachers will create reteach opportunities for students aligned with targeted TEKS performance data, including the use of small group facilitation. Students will work to understand academic language through vocabulary practice, and engage in student discourse opportunities throughout lessons. **Strategy's Expected Result/Impact:** We will see an increase in our masters performance level on common assessments and STAAR. **Staff Responsible for Monitoring:** Math CCIS, Appraiser, 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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: Improving Student Engagement: Encourage an increase in student participation in various clubs and organizations.

Strategy's Expected Result/Impact: Cultivate a sense of belonging and social responsibility, enhance community connections, and develop students' leadership and teamwork skills

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 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. **Strategy's Expected Result/Impact:** There will be an increased focus on positive behavior through the PBIS program. **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. **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. **Strategy's Expected Result/Impact:** 97% overall attendance rate **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) **Strategy's Expected Result/Impact:** 97% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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. **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. **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 **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. **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 Parent and Family Engagement: Salyards will work on promoting and growing our VIPS program through highlighting their support through social media platforms and monthly newsletter distribution. **Strategy's Expected Result/Impact:** Grow VIPS partners and numbers **Staff Responsible for Monitoring:** Campus Secretary, Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Utilize social media platforms to promote Salyards academics. **Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms. **Staff Responsible for Monitoring:** Social Media chairs, Director of Instruction, Principal

Cypress-Fairbanks Independent School District

Smith Middle School

2026-2027



District Goal 1:The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Develop clear learning intentions and success criteria that are communicated and referenced throughout instruction. Strategy: Teams will implement Teacher Clarity practices through standards deconstruction, clear learning intentions and success criteria, data-driven planning, and targeted scaffolds to ensure all students have the opportunity to access and master grade-level standards. **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, Director of Instruction, CCIS, Assistant Principals
Strategy 2 Details
Strategy 2: Instructional Focus: Embed consistent academic vocabulary instruction, structured discourse, and evidence-based writing opportunities across all content areas to strengthen comprehension, reasoning, and communication. Strategy: Provide ongoing professional development and coaching on planning and facilitating structured academic discourse, questioning strategies, and higher-order thinking tasks aligned to grade-level standards and Meets/Masters expectations. **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: Instructional Focus: Blended Learning, Small-Group Instruction, Academic Discourse, and Cognitive Engagement

Strategy: Through collaborative planning with CCIS, establish campus-wide expectations for data-driven Tier 1 instruction that incorporates blended learning, purposeful small-group instruction, structured academic discourse, and cognitive engagement strategies. Teachers will use student data to address learning gaps, provide differentiated support for at-risk students, and create acceleration opportunities that move students toward Meets and Masters performance levels. Staff will continue implementing strategies from 50 Strategies to Boost Cognitive Engagement to increase rigor, promote higher-order thinking, and foster active student participation in learning.

Strategy's Expected Result/Impact: Continue to move our students from Meets to Masters, increasing our percentage each year.

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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: Improving Student Engagement: Increase student engagement by implementing rigorous Tier 1 instructional practices that promote academic discourse, higher-order thinking, student collaboration, and data-driven small-group instruction, resulting in improved achievement for all students and accelerated outcomes for at-risk student groups.

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. **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. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Secretary Teachers Counselors

Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Secretary Teachers 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. **Strategy's Expected Result/Impact:** Discipline referrals will decrease by 5% **Staff Responsible for Monitoring:** Principal Assistant Principals AAS PBIS Core Teacher Team
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Through intentional monthly culture-building events, the campus promotes a shared vision, strengthens stakeholder relationships, celebrates milestones, and creates opportunities for meaningful collaboration that enhances campus morale and connectedness. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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: CCIS will provide ongoing, job-embedded professional development during planning time focused on Teacher Clarity, including the deconstruction of standards, development of clear learning targets and success criteria, and the intentional planning of cognitively engaging learning experiences that promote rigorous student thinking and discourse. **Strategy's Expected Result/Impact:** Teachers will intentionally plan and implement lessons with clear learning intentions, success criteria, and cognitively engaging learning experiences. As a result, At-Risk students will have greater access to rigorous, grade-level instruction, improving engagement, academic performance, and achievement outcomes. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals CCIS

Strategy 2 Details
Strategy 2: Teachers will receive additional coaching and resources to continue the path to a blended learning classroom. **Strategy's Expected Result/Impact:** Increase student performance across RLA, Math, Science, and Social Studies. **Staff Responsible for Monitoring:** Principal DI 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 Parent and Family 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. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Smith Administration, Staff, and community.

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Mrs. Dennis, Principal Mr. Gillpatrick, Assistant Principal

Cypress-Fairbanks Independent School District

Spillane Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will engage in high-quality first-time instruction through well-planned, standards-aligned lessons that promote active participation, meaningful academic discourse, and critical thinking. Students will communicate and justify their thinking, make connections to prior learning, collaborate with peers, and apply their learning to challenging tasks across all content areas. **Strategy's Expected Result/Impact:** Classrooms will increase student discourse toward the district goal of 80/20 (student/teacher), while providing students with increased opportunities to engage in critical thinking, and rigorous learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, DI, CCIS, AAS

Strategy 2 Details
Strategy 2: Instructional Focus: Provide intentional differentiation to ensure appropriate levels of support and challenge for all learners. Strategy: Students will engage in differentiated lessons that provide the appropriate level of support and challenge needed to meet their individual academic needs. Students will build on their current level of understanding and demonstrate continued growth toward mastery of grade-level standards. **Strategy's Expected Result/Impact:** Students will demonstrate growth on STAAR. **Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthen the intentional use of formative assessment and feedback to monitor student understanding and support timely responses to student learning needs.

Strategy: Students will regularly demonstrate their understanding through purposeful checks for understanding and formative assessment. Students will use timely, specific feedback to recognize strengths, address misconceptions, monitor their progress, and identify next steps toward mastery.

Strategy's Expected Result/Impact: Growth on STAAR

Staff Responsible for Monitoring: Teachers, CCIS, AAS, 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; Coaches

Strategy 5 Details

Strategy 5: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.

Strategy's Expected Result/Impact: The dropout rate will be at 0%.

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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Growth on STAAR

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. **Strategy's Expected Result/Impact:** 100% of students will know safety expectations for an actual emergency/crisis. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **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. **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 Parent and Family Engagement: Spillane Middle School will promote and expand the VIPS program by highlighting volunteer contributions through social media platforms. **Strategy's Expected Result/Impact:** Grow VIPS partners and numbers **Staff Responsible for Monitoring:** Principal, Campus Secretary, Director of Instruction

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Promote Spillane Middle School's academic excellence and student learning experiences through consistent, positive communication on social media platforms. **Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms. **Staff Responsible for Monitoring:** Principal, CCIS, Director of Instruction

Cypress-Fairbanks Independent School District

Sprague Middle School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Strategy: 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. **Strategy's Expected Result/Impact:** Classrooms will increase student discourse to meet the district goal of 80/20 (student/teacher). **Staff Responsible for Monitoring:** Principal, Assistant Principals, DI, CCIS, AAS
Strategy 2 Details
Strategy 2: Instructional Focus: Increase active student engagement and academic achievement through rigorous, differentiated Tier 1 instruction and student-led academic discourse. Strategy: Teachers will intentionally design and execute structured discourse routines (such as turn-and-talks, Socratic seminars, and collaborative problem-solving) supported by sentence stems and academic language scaffolds to ensure all students cognitively process Tier 1 content. **Strategy's Expected Result/Impact:** Students will demonstrate growth on STAAR. **Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction

Strategy 3 Details

Strategy 3: Instructional Focus: Students will master high-frequency academic vocabulary across all content areas to improve reading comprehension and academic discourse.

Strategy: Teachers will systematically integrate academic vocabulary into daily warm-ups, explicit core instruction, and routine spiraled review to ensure retention and application across contexts.

Strategy's Expected Result/Impact: Improved reading comprehension, elevated verbal/written output, and deeper long-term retention

Staff Responsible for Monitoring: CCIS, AAS, APs, DI, 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, Director of Instruction, and Coaches

Strategy 5 Details

Strategy 5: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.

Strategy's Expected Result/Impact: The dropout rate will be at 0%.

Staff Responsible for Monitoring: Assistant Principals

Strategy 6 Details

Strategy 6: Improving Student Engagement: We will work to partner with BHS to create more community events for our campuses.

Strategy's Expected Result/Impact: Increase educational village presence.

Staff Responsible for Monitoring: Principal, DI, 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 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant 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: 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. **Strategy's Expected Result/Impact:** Students attendance rate will be at 95% or higher. **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) **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Director of Instruction, Registrar, Counselors, Teachers 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.

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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: Teachers will participate in CFISD's Classroom Management 101 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 be at 96% for the year.

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. **Strategy's Expected Result/Impact:** Teacher and paraprofessional attendance will be at 96% for the year. **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. **Strategy's Expected Result/Impact:** Teachers will be highly engaged and invested in PD provided by their teacher counterparts. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Increase parent involvement. **Staff Responsible for Monitoring:** Principals, APs, Campus Secretary

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** More parents will share our social pages, resulting in more families staying informed. **Staff Responsible for Monitoring:** Principal, DI

Cypress-Fairbanks Independent School District

Thornton Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Our instructional focus for the current school year will be ongoing 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 learning intentions (lesson objectives) and use problem-solving skills to build a deeper understanding of content. 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, Teacher Clarity (Learning Intentions & Success Criteria), Classroom management practices, & Relevant, real-world application of content. **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Director of Instruction
Strategy 2 Details
Strategy 2: Instructional Focus: Our instructional focus for the current school year will be ongoing 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 learning intentions (lesson objectives) and use problem-solving skills to build a deeper understanding of content. 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; & Teachers actively engaging students through specific, authentic feedback during one-on-one and small-group interactions. ELPS language objectives for all contents, Content language supports and scaffolds implemented regularly, and Targeted intervention for EBs (small group, tutorials) **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, CCIS

Strategy 3 Details

Strategy 3: Instructional Focus: Our instructional focus for the current school year will be ongoing 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 learning intentions (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, 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: 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:
- Performing Arts Programs - Band, Choir, Art, Theater, Orchestra
-Culinary Arts
-Industrial Technology and Engineering
-Coding and Robotics
-Student Council
-Baseball
-Soccer Start
-Spelling Bee
-GT/Horizons Showcase
-Campus Content Showcase
-Student Clubs

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. Additionally, our STAAR/EOC will increase perfomance at the Approaches Level from 64% to 90% , at the Meets Level from 37% to 71%, and at the Masters Level from 14% to 41% by 2029.

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - The class-size reduction teachers in history, math , reading and science and special sducation specialist 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 Digital Rewards system - Students will earn incentives using their PBIS digital 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. Student Engagement and Instructional Readiness- Students will be provided with appropriate school supplies and additional testing supplies to support academic achievment and assessments.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Counselors

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 9 Details
Strategy 9: 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, athletic 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

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 enforce the following layers of safety: - Clear backpacks - Student ID badges - Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites -Weekly door checks **Strategy's Expected Result/Impact:** 100% of students and staff will know the layers of safety and respond appropriately to safety protocol. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialist, Behavior Interventionist, CCIS, 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. **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. **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

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors
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. **Strategy's Expected Result/Impact:** Decrease of tardies by 15% Increase in class attendance **Staff Responsible for Monitoring:** Principal, Assistant Principals, 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. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping. The RESET program will be implemented to support IEPs and BIPs in a dedicated classroom. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 Principals, Campus Bullying Committee
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **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

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Increased frequency of staff morale events. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialist, 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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: ESL Study groups, GT certification opportunities, HQFTI Strategies, 7 Steps to a Language Rich Classroom, Fundamental 5, Teacher Clarity, IXL, and Technology sessions with a campus or district leader are all opportunities available to staff. **Strategy's Expected Result/Impact:** Additional Staff members acquire their GT certification Additional staff members become ESL certified Staff are better equipped to meet the emotional needs of the students Opportunities are provided to staff to grow in their field by attending professional development specific to their content. Additional opportunites for coaching based on WeClimb observations. **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 10%.

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

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Provide consistent, multilingual communication to ensure equitable access and inclusion. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialists, CCIS Teachers

Strategy 2 Details
Strategy 2: 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. **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 **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors Academic Achievement Specialists, CCIS Teachers

Cypress-Fairbanks Independent School District

Truitt Middle School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen Tier 1 instruction across all core content areas through standards-aligned HOW planning that consistently embeds cognitively demanding tasks, structured student discourse, explicit academic vocabulary, frequent checks for understanding, and responsive small-group reteach. Campus teams will use student evidence to adjust instruction and accelerate Meets and Masters performance for identified focus student groups. Strategy: Students will engage in standards-aligned, cognitively demanding learning tasks that require them to discuss, explain, write, solve, and demonstrate their understanding. Students will participate in structured academic discourse, respond to purposeful higher-level questioning, and use learning intentions and success criteria to demonstrate mastery of priority TEKS. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of priority TEKS and improved performance at the Approaches, Meets, and Masters levels on formative, district, and state assessments. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Instructional Team

Strategy 2 Details

Strategy 2: Instructional Focus: Strengthen Tier 1 instruction across all core content areas through standards-aligned HOW planning that consistently embeds cognitively demanding tasks, structured student discourse, explicit academic vocabulary, frequent checks for understanding, and responsive small-group reteach. Campus teams will use student evidence to adjust instruction and accelerate Meets and Masters performance for identified focus student groups.

Strategy: Students identified through common assessments, student work, STAAR reporting-category and item-analysis data, and formative evidence will participate in targeted small-group instruction, Advisory, tutorials, and other intervention opportunities aligned to priority TEKS. Students will receive reteach, enrichment, and additional practice based on identified needs, with progress monitored regularly to determine when supports or groupings should be adjusted.

Strategy's Expected Result/Impact: Students identified for targeted support will demonstrate growth on common assessments, DPMs, and progress-monitoring measures. Teams will adjust small groups and interventions based on student response to instruction.

Staff Responsible for Monitoring: Principal
Director of Instruction
Assistant Principals
Instructional Team

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthen Tier 1 instruction across all core content areas through standards-aligned HOW planning that consistently embeds cognitively demanding tasks, structured student discourse, explicit academic vocabulary, frequent checks for understanding, and responsive small-group reteach. Campus teams will use student evidence to adjust instruction and accelerate Meets and Masters performance for identified focus student groups.

Strategy: Students will receive consistent opportunities to engage in rigorous, standards-aligned instruction that includes student discourse, purposeful questioning, academic vocabulary and scaffolds, checks for understanding, responsive small-group instruction, and intentional lesson closure. Students will use feedback and evidence of learning to strengthen understanding and demonstrate mastery of priority TEKS.

Strategy's Expected Result/Impact: Students will demonstrate increased engagement, stronger evidence of understanding during instruction, and improved mastery of priority TEKS on formative, district, and state assessments.

Staff Responsible for Monitoring: Principal
Director of Instruction
Assistant Principals
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.

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 <1%.

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: Students will have increased opportunities to participate in enrichment, extracurricular, and real-world learning experiences that strengthen engagement, belonging, and school connectedness.

Staff Responsible for Monitoring: Teachers
Administration

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: Students receiving supplemental Title I support will demonstrate increased progress toward Approaches, Meets, and Masters on local and state assessments.

Title I-funded supports/resources, such as:

Class-size reduction personnel
Paraprofessional support
Professional development aligned to identified instructional needs
Substitute support for Title I-funded positions
Extra-duty pay for before- and after-school tutorials and four Saturday School intervention sessions
Instructional supplies and supplemental materials
Field trips and academic enrichment opportunities, including TSA and other approved student learning experiences
Buses for approved field trips and academic enrichment opportunities.
Snacks for approved extended-learning opportunities, including tutorials, Saturday School, and other supplemental student-support activities.
Parent and family engagement activities and resources: Title I funds will support family engagement activities such as Open House, Parent University, academic-support workshops, multicultural events, parent meetings, and other campus events designed to increase family participation and support student learning.

Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal
DI

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Students identified as at-risk will demonstrate increased academic growth and reduced performance gaps on local and state assessments through supplemental SCE-funded interventions and supports.

Staff Responsible for Monitoring: Principal

Strategy 9 Details
Strategy 9: Improving Student Engagement: Teachers will increase cognitive engagement through rigorous, student-centered learning experiences that require students to think, discuss, write, solve, and apply learning. Lessons will incorporate structured academic discourse, purposeful questioning, real-world application, collaborative learning, and opportunities for students to explain and defend their thinking. Teachers will use checks for understanding and student evidence to adjust instruction and provide responsive small-group support. **Strategy's Expected Result/Impact:** Increased student engagement and cognitive participation will result in stronger mastery of priority TEKS, improved local and state assessment performance, and increased evidence of students independently explaining, applying, and demonstrating their learning. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Instructional 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: Campus Safety: Truitt will consistently implement campus safety procedures, including student and staff ID badges, controlled entry and exit points, visitor monitoring, designated reunification sites, weekly exterior door checks, and other required district safety protocols. **Strategy's Expected Result/Impact:** 100% of required campus safety procedures will be implemented consistently, and staff and students will demonstrate understanding of campus safety expectations and procedures. **Staff Responsible for Monitoring:** Principal APs All staff

Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Truitt will conduct all required emergency safety drills and safety checks according to district timelines, including fire, evacuation, lockdown, secure, shelter, metal detector, and weekly exterior door procedures. **Strategy's Expected Result/Impact:** 100% of required emergency drills and safety checks will be completed by district deadlines and documented according to established procedures. **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 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that includes regular monitoring of student attendance, early identification of students demonstrating attendance concerns, timely family communication, and targeted follow-up to support improved attendance. **Strategy's Expected Result/Impact:** Student attendance will increase toward the district goal of 96%, with fewer students demonstrating chronic or repeated patterns of non-attendance. **Staff Responsible for Monitoring:** APs
Strategy 2 Details
Strategy 2: Implement a schoolwide multi-tiered system of attendance supports that provides increasing levels of intervention based on student need. Supports may include student conferencing, family outreach, mentoring, attendance incentives, problem-solving meetings, and coordinated intervention for students with persistent attendance concerns. **Strategy's Expected Result/Impact:** Students identified with attendance concerns will demonstrate improved attendance through timely intervention, family partnership, and ongoing progress monitoring. **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: Implement campuswide PBIS, restorative practices, character education, and clearly defined behavior expectations to proactively prevent misconduct and strengthen student accountability. Staff will consistently teach and reinforce expectations, monitor common areas during transitions, and use relationship-building and restorative strategies to address behavior concerns. **Strategy's Expected Result/Impact:** Behavior referrals and violent incidents will decrease, while students demonstrate increased understanding of campus expectations, accountability, and appropriate behavior. **Staff Responsible for Monitoring:** Principal Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Provide direct instruction and ongoing reinforcement related to bullying prevention, recognizing and reporting bullying behavior, appropriate intervention, and positive peer interactions. Campus leaders will review bullying reports and Safe Schools Survey data to identify patterns and implement targeted action plans as needed. **Strategy's Expected Result/Impact:** Students and staff will demonstrate increased awareness of bullying prevention and reporting procedures, with a decrease in confirmed bullying incidents and improved perceptions of school safety and belonging. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee
Strategy 3 Details
Strategy 3: First-year teachers will participate in Classroom Management 101 and second-year teachers will participate in Classroom Management 102. Campus leaders will reinforce training through coaching, walkthrough feedback, and support with classroom routines, procedures, and student engagement. **Strategy's Expected Result/Impact:** 100% of first- and second-year teachers will complete the required classroom management training and demonstrate improved implementation of consistent classroom routines, procedures, and behavior supports. **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: Promote consistent staff attendance by fostering a positive and supportive work environment, clearly communicating attendance expectations, monitoring attendance patterns, recognizing strong attendance, and providing timely follow-up when concerns are identified. Campus leadership will use staff recognition, appreciation, and support systems to strengthen morale, engagement, and commitment to daily attendance. **Strategy's Expected Result/Impact:** Teacher and paraprofessional attendance will increase toward the 98% goal, resulting in greater instructional continuity, fewer disruptions caused by staff absences, and more consistent support for students. **Staff Responsible for Monitoring:** Principal Director of Instruction 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: Truitt staff will participate in targeted, job-embedded professional learning aligned to the campus instructional focus. Professional development, collaborative planning, coaching, modeling, Huddle Hour, and instructional team support will emphasize TEKS-aligned rigor, cognitively demanding tasks, structured academic discourse, academic vocabulary, frequent checks for understanding, responsive small-group reteach, and the use of student data to adjust instruction.

Evaluation Data Sources: 100% of teachers will participate in targeted professional learning, and walkthroughs, lesson plans, coaching evidence, and student work will show increased and more consistent implementation of the campus instructional focus across classrooms.

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. **Strategy's Expected Result/Impact:** Define the rigor by unpacking the standards Small group instruction implementation How data correlates to student growth First-time quality instruction Meeting the needs of Subpops **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: Truitt will expand meaningful parent and family engagement through Parent University, Title I family meetings, academic-support workshops, campus events, volunteer opportunities, and other activities that help families support student learning. The campus will provide flexible participation options, translation/language support, and opportunities for families to provide feedback on programs and activities.

Evaluation Data Sources: Parent and family participation will increase by 5%, and families will demonstrate increased access to information, resources, and opportunities to support student learning and engage with the campus.

Strategy 1 Details
Strategy 1: Improving Parent and Family 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 social media and newsletters to maximize reach and participation. **Strategy's Expected Result/Impact:** Families will gain knowledge and tools to support student learning at home Increase involvement in school activities Foster stronger home-school partnerships. **Staff Responsible for Monitoring:** Principal DI APs

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Truitt will provide consistent, timely, and accessible communication through ParentSquare, SchoolMessenger, social media, newsletters, the campus marquee, and other approved communication methods. Communication will emphasize text-based messaging, translated information when needed, event reminders, academic resources, and opportunities for family involvement and feedback. **Strategy's Expected Result/Impact:** Families will report increased awareness of campus information, events, academic supports, and engagement opportunities, resulting in stronger home-school communication and increased participation. **Staff Responsible for Monitoring:** Principal DI APs

Cypress-Fairbanks Independent School District

Watkins Middle School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: Instructional Focus: Build teacher efficacy through targeted professional development on teacher clarity. Strategy: Facilitate monthly PD sessions and faculty meeting modules led by the instructional team to model and apply clarity techniques. **Strategy's Expected Result/Impact:** Enhance teacher capacity to design clear, accessible learning environments that eliminate barriers to student understanding and drive academic achievement. **Staff Responsible for Monitoring:** Principal Director of Instruction AAS CCIS

Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen educator capacity to effectively differentiate instruction and support systems for Emergent Bilingual and Special Education populations. Strategy: Utilize ESL paraprofessional for targeted small-group support, partner with DIHT and CCIS during planning to integrate and verify differentiated strategies, and provide continuous campus and district professional development. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased proficiency in executing targeted strategies for Emergent Bilingual and Special Education students, driving measurable growth on campus and state assessments. **Staff Responsible for Monitoring:** Principal Director of Instruction Director of Instruction Helping Teacher CCIS Special Education Case Managers

Strategy 3 Details

Strategy 3: Instructional Focus: Strengthen vertical alignment across math grade levels to refine teacher practices and accelerate student math fluency.

Strategy: Hold monthly math department meetings to preview upcoming units and standardize vertical teaching methods. Utilize CCIS observations during collaborative planning to maintain alignment and provide direct instructional feedback. Increase dedicated modeling sessions during planning to refine lesson execution before classroom delivery.

Strategy's Expected Result/Impact: Strengthen teacher efficacy in high-leverage delivery, driving measurable growth in student performance across STAAR Meets Grade Level and Masters Grade Level benchmarks.

Staff Responsible for Monitoring: Principal
Director of Instruction
Academic Achievement Specialists
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
Director of Instruction
Campus Athletic Coordinators

Strategy 5 Details

Strategy 5: 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 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 sponsored activities such as, Athletics and Fine Arts programs, after school student groups, and Student Council.

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
Director of Instruction
Assistant Principals
Academic Achievement Specialists
Counselors

Strategy 7 Details

Strategy 7: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

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.

7. Student Engagement and Instructional Readiness- Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, CCIS, Behavior Specialist

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table.

Staff Responsible for Monitoring: Principal

Strategy 9 Details
Strategy 9: 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. **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. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Instruction 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: Campus Safety: 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. Any staff member or substitute who does not have his/her badge for the day will receive a temporary badge at the receptionist desk. The main entry point for visitors will be the front vestibule, as stated by various signs around the building. Staff and students will be taught appropriate responses to allowing individuals in the school or the room. Interior door sweeps will be made by leadership throughout the day; any concerns will be addressed immediately. Cameras will be active at the Principal Secretary and Assistant Principal Secretary's desk to report any questionable activity. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school. Students will be taught to report unsafe behavior directly to an adult or by using the TIP line. **Strategy's Expected Result/Impact:** No unauthorized visitors and all students are recognizable. **Staff Responsible for Monitoring:** Principal Assistant Principals Principal Secretary 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principal Counselor Academic Achievement Specialists Registrar

Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principal Counselors 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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Behavior Interventionist PBIS Committee

Strategy 2 Details
Strategy 2: 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal Principal Secretary 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. **Strategy's Expected Result/Impact:** Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal Director of Instruction

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 Family Engagement: We will utilize multiple platforms, including the established monthly "Bulldog Connection" newsletters, to ensure information reaches all families where they are. **Strategy's Expected Result/Impact:** Increase in parent and community engagement. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increase the school's academic visibility and showcase classroom successes to the community. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Behavior Specialist Instructional Team

Cypress-Fairbanks Independent School District

Bridgeland High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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 Strategy: Teachers will focus on providing students with continued in-class practice opportunities, giving positive feedback, and increasing classroom discourse activities. **Strategy's Expected Result/Impact:** Higher student engagement **Staff Responsible for Monitoring:** Teachers, CIC, DI

Strategy 2 Details
Strategy 2: Instructional Focus: Biology, differentiated instruction, and improved performance for the SPED student population. Strategy: We will increase how we differentiate and dedicate time to effective planning for differentiation. **Strategy's Expected Result/Impact:** Higher performance from our ED population **Staff Responsible for Monitoring:** Teachers, CIC, DI

Strategy 3 Details
Strategy 3: Instructional Focus: English I- Student Achievement 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. **Strategy's Expected Result/Impact:** Higher student engagement and achievement. **Staff Responsible for Monitoring:** Teachers, CIC, DI

Strategy 4 Details
Strategy 4: Improving Student Engagement: English II: The team will intentionally use backwards design to plan appropriate differentiation across all three performance levels through purposeful text selection, increased reading opportunities, and more opportunities for independent practice **Strategy's Expected Result/Impact:** Higher Student Achievement **Staff Responsible for Monitoring:** Teachers, CIC, DI

Strategy 5 Details
Strategy 5: Improving Student Engagement with a special focus on our at-risk student population. The team will incorporate strategies including spiraling, chunking, and tech integration to build reading stamina and support student growth. **Strategy's Expected Result/Impact:** Higher student engagement through differentiation and student choice. **Staff Responsible for Monitoring:** Teachers, CIC, DI

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal CTE Certificate Data

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. **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. **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. **Strategy's Expected Result/Impact:** Students will approach certification exams well-prepared. **Staff Responsible for Monitoring:** Teachers, CTE DC, CIC

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

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). **Strategy's Expected Result/Impact:** Parents and students will be able to learn about the benefits of taking DC courses. **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. **Strategy's Expected Result/Impact:** Increase the number of DC-qualified staff members to increase the number of courses and sections offered **Staff Responsible for Monitoring:** DI and Counselors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Extra-Curricular Participation Data

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI data

Strategy 1 Details
Strategy 1: BHS Admin Staff will develop an individualized plan of support for each senior who is currently not on track to receive their CCMR indicator and provide support via Mastery Prep for Math and TCB for ELAR. **Strategy's Expected Result/Impact:** Increase the number of students who meet the TEA readiness standards. **Staff Responsible for Monitoring:** DI, AAS, CICs

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

District Performance Objective 3.1: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

Evaluation Data Sources: Internal On-Track to Graduate Data

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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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 CPOC meeting. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **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. **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

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. **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. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals *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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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: - Instructional Shout Outs each week, - incentives/rewards for consistent Friday attendance, - new teacher support through NTIP, - frequent classroom visits with precision feedback, - Sunshine Committee events to build camaraderie and school pride. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1% - supporting school vision of "wanting to be here every day." **Staff Responsible for Monitoring:** Principal Attendance secretary 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: Coaching cycles with CICs based on request, CF-TESS goals, and need. **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. **Staff Responsible for Monitoring:** Principal Director of Instruction 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. **Strategy's Expected Result/Impact:** Teacher engagement on implementation of strategies increases based on choice, investment. **Staff Responsible for Monitoring:** Director of Instruction DI Helping Teacher 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

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: Activities to bring the community to campus: Horizon Showcase, Open House, Freshman orientation, Theater, Choir, Art, and Orchestra events, etc. **Strategy's Expected Result/Impact:** Bring community to campus and improve engagement **Staff Responsible for Monitoring:** Administration, teachers, sponsors
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Update social media pages regularly to include different campus events and celebrations **Strategy's Expected Result/Impact:** Increased community engagement and communication **Staff Responsible for Monitoring:** Administration
Strategy 3 Details
Strategy 3: Improve our communication by providing information using Parent Square and our community Newsletter. **Strategy's Expected Result/Impact:** Increased visibility and improved communication **Staff Responsible for Monitoring:** Administration

Cypress-Fairbanks Independent School District

Cy-Fair High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. **Strategy's Expected Result/Impact:** Improve Algebra EOC passing rate. **Staff Responsible for Monitoring:** DI, AAS, CIC, Algebra TL
Strategy 2 Details
Strategy 2: Instructional Focus: English Language Arts Strategy:Teachers will conduct writing conferences with students after each essay writing assignment. **Strategy's Expected Result/Impact:** Students will learn essay writing skills and be able to support ideas stated in a thesis. **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. Strategy: All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary. **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:** DI, CIC, Science DC, Biology TL

Strategy 4 Details

Strategy 4: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Improving Student Engagement: Focusing on celebrating students in classrooms.

Strategy's Expected Result/Impact: Every classroom will have a designated area to celebrate student achievement. Students will emulate other student's behavior.

Staff Responsible for Monitoring: Principal, DI, Campus Admin, CICs, DCs, TLs, Teachers

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** Increase the number of students taking their certification exams by 2% each year. **Staff Responsible for Monitoring:** DI & Lead Counselor

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Promote and screen students for AP/DC class readiness. **Strategy's Expected Result/Impact:** Increase the number of students enrolled in AP/DC courses. **Staff Responsible for Monitoring:** DI, AAS, Counselors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** Increase participation in extracurricular activities by 2%. **Staff Responsible for Monitoring:** DI, Principal, Head Directors, & AD

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: We will target CCMR 0 students through the MasteryPrep program in English and Math during Closing the Gap periods to prepare them for the upcoming TSIA2 administration. The curriculum department will guide instructional delivery for students in English III, English IV, Algebra II, and Advanced Algebra. Students taking College Algebra, Advanced Quantitative Reasoning, Statistics, and Pre-Calculus who still lack their CCMR point will complete MasteryPrep modules during Closing the Gap. For students not enrolled in a Math or English course, assigned teachers will check in on their progress during Advisory on a rotating schedule. **Strategy's Expected Result/Impact:** Increase the number of students earning their CCMR point. **Staff Responsible for Monitoring:** DI, AAS, Principal, Lead Counselor

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

District Performance Objective 3.1: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** Increase graduation rate by 1% each year. **Staff Responsible for Monitoring:** DI & Lead Counselor
Strategy 2 Details
Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus IFP. These strategies will be shared and reviewed at every CPOC meeting. **Strategy's Expected Result/Impact:** Improved graduation rate **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Dropout Prevention: We created a Mothership Mentor program to promote school culture, increase buy-in, and assist at-risk students in their academics. Meetings occur during advisory. During that time student's meet with mentors (selected Bobcat Leaders) to build relationships, learn about campus traditions, and improve grades. **Strategy's Expected Result/Impact:** Student's attend school and grades improve. **Staff Responsible for Monitoring:** Principal, Associate, Program Lead

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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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 the Stop-It program. **Strategy's Expected Result/Impact:** Cy-Fair will be a safe and secure learning environment for students and staff. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate. **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. **Strategy's Expected Result/Impact:** Teachers will feel confident in their ability to implement the 26-27 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development. **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 Parent and Family Engagement: Host an annual "CFHS Community Night" featuring performances, athletic previews, and student showcases to strengthen the school-community relationship. **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. **Staff Responsible for Monitoring:** Principal & Administrative Team

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued. **Staff Responsible for Monitoring:** Principal & Administrative Team

Cypress-Fairbanks Independent School District

Cypress Creek High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will participate in academic discourse designed to target students' academic achievement and mastery of content. **Strategy's Expected Result/Impact:** Increased student engagement which will result in increased student learning. **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. Strategy: Teachers will regularly hold/attend data digs to discuss instructional needs and strategies to improve first-time instruction and evaluate needs for reteaching. **Strategy's Expected Result/Impact:** Increase student learning and rigor **Staff Responsible for Monitoring:** Principal, DI, CIC, TL, DC, AAS

Strategy 3 Details
Strategy 3: 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:** 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: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

- Salaries - the 6 additional teachers will help reduce class sizes. The Community in Schools liaison will help reduce behavior and attendance issues. The college and career specialist will help students with CCMR and how to prepare for and apply to college and other career avenues outside of high school. 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 Camp, 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.

- Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, DI, AAS

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: 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

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **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. **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. **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. **Staff Responsible for Monitoring:** Director of Instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **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. **Strategy's Expected Result/Impact:** An increase in enrollment of AP/DC classes **Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Campus club sponsors will increase awareness of their clubs, organizations, and extra curriculars. **Strategy's Expected Result/Impact:** An increase in student recruitment. **Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI data

Strategy 1 Details
Strategy 1: Campus Instructional Team will collaborate with teachers to prepare lessons to encourage student mastery of the benchmarks in both ELAR and Math. The lessons will be delivered in-class and after school for students who need more support.

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

District Performance Objective 3.1: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Increased graduation rates **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. **Strategy's Expected Result/Impact:** Decreased dropout rates **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: 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. **Strategy's Expected Result/Impact:** Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur. An increase in the quality and delivery of first-time instruction will be noted. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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: -Book Studies and Staff Presentations with planning incorporated -Campus professional development focused on building relationships and understanding Emotional Poverty -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns 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. 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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **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: Emotional Poverty Supporting Emerging Bilinguals Developing Personal Professional Goals and Goals for Student Growth. **Strategy's Expected Result/Impact:** Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students. **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 Parent and Family Engagement: Parents will be made aware of the ways in which they can volunteer at the campus in a meaningful way. **Strategy's Expected Result/Impact:** Parents become more aware and involved in their students' academics. **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. **Strategy's Expected Result/Impact:** Parents become more aware and involved in their students' academics. **Staff Responsible for Monitoring:** Principal, DI, AP over social media

Cypress-Fairbanks Independent School District

Cypress Falls High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: Instructional Focus: We will focus on getting more students into class more frequently (graduation) and more quickly (tardies) where students will become more clear about what they will learn and how their learning will be measured (teacher clarity). Strategy: Students will understand their learning intentions and success criteria in lessons that align to the level of the TEKS **Strategy's Expected Result/Impact:** Improved student scores at meets and masters levels. **Staff Responsible for Monitoring:** Teachers, Appraisers

Strategy 2 Details
Strategy 2: Instructional Focus: We will focus on getting more students into class more frequently (graduation) and more quickly (tardies) where students will become more clear about what they will learn and how their learning will be measured (teacher clarity). Strategy: Students who are missing class will be quickly and frequently targeted for intervention to avoid loss of credit. **Strategy's Expected Result/Impact:** Improved graduation rates **Staff Responsible for Monitoring:** AAS, Counselors, APs, Principal, DI

Strategy 3 Details

Strategy 3: Instructional Focus: We will focus on getting more students into class more frequently (graduation) and more quickly (tardies) where students will become more clear about what they will learn and how their learning will be measured (teacher clarity).

Strategy: Students will understand the importance of being in class at the start of the lesson and will follow our campus tardy plan. They will:
1. Be swept into classrooms by adults each period.
2. Report to a tardy station when late first period
3. Sign a tardy notebook if tardy periods 2-7
4. Receive tardy consequences by Friday of each week, including parent contact.
5. Will receive an immediate consequence for an after-tardy or skipping, including parent contact

Strategy's Expected Result/Impact: Fewer tardies leading to increased instructional time

Staff Responsible for Monitoring: Teacher, APs

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 for Feeder Schools, Talent Show, Clubs and Honor Societies, Fish Camp Leadership, Black Student Union performances, SALT, etc.

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: Associate Principal

Strategy 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: 1. Salaries - The 6 class size reduction teachers in Social Studies (1), Math (2), English (2), and Science (1) will assist with meeting our students' goals in these content areas and the additional Academic Achievement Specialist will target at-risk students to meet the goals in our CIP.

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/Educator Handbook - We will subscribe to Securely (Hall Pass) and Educators Handbook which will help us reach our attendance goal by addressing skipping and tardies.

8. 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.

9. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: 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.

Strategy's Expected Result/Impact: Improved CCMR, graduation rates and attendance.

Staff Responsible for Monitoring: Principal, Associate Principal, DI

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: We will - Implement CTE/CCMR data digs to analyze earned certificates and develop an action plan with individual teachers. - Review and revise processes for ensuring students are taking required coursework to accompany certification tests. **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. **Staff Responsible for Monitoring:** Department Chair, CTE Counselor, DI

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Counselors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** AAS

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI data

Strategy 1 Details
Strategy 1: Students will engage in activities outlined in our campus CCMR plan **Strategy's Expected Result/Impact:** Students will earn CCMR readiness. **Staff Responsible for Monitoring:** AAS, 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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Graduation Rate: We will implement a two-pronged approach: 1. Identify repeat ninth graders and create clear plans for credit recovery, including plans to clear excessive absences. 2. Identify, track and conference with all families of students who are or should be seniors, yet are not on track to graduate. **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. **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. **Strategy's Expected Result/Impact:** Improved graduation rate **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Dropout Prevention: Students withdrawing from school will conference with an AAS before the AP signs the withdrawal. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0% **Staff Responsible for Monitoring:** APs, Associate

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** Increased awareness and reporting of possible bullying incidents, decrease in bullying incidents/behaviors, improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee

Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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 Teacher Clarity Playbook, Learning Walks, CTE, technology, GT , ELL instruction , ESL certification prep, and Content Specific Conferences, and culturally responsive teaching practices. **Strategy's Expected Result/Impact:** Quality first time instruction **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 Parent and Family Engagement: We will provide multiple opportunities, in-person and virtually, to educate and inform parents concerning ways to support the success of students. **Strategy's Expected Result/Impact:** Parents will feel more comfortable at school and be better informed about opportunities.

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Train staff and students on Parent Square and revamp Cypress Falls social media presence. **Strategy's Expected Result/Impact:** Improved positive view of school/community relations **Staff Responsible for Monitoring:** Principal, Associate Principal, DI

Cypress-Fairbanks Independent School District

Cypress Lakes High School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Higher level questioning will occur in every classroom for more student discourse. Samples will be written and shared during planning. **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. **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. Strategy: Teachers will differentiate instruction using informal & formal data. **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. **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. Strategy: Team planning agendas will address the what and how we want students to learn. **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. **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: 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 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

1. Salaries: 1 AAS, 1 Counselor 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.

9. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal and Title 1 Coach

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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 7 Details
Strategy 7: 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

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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). **Strategy's Expected Result/Impact:** Students' four-year plan will show outlines for consecutive course enrollment. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CTE Teachers

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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 **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Counselors and Assistant Principals

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSA Data

Strategy 1 Details
Strategy 1: Students will engage in activities outlined in our campus CCMR plan **Strategy's Expected Result/Impact:** Students will earn CCMR readiness. **Staff Responsible for Monitoring:** AAS, 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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Increased active supervision by staff. Reduction of discipline referrals. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principal 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principals Behavior Interventionist

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal Principal's Secretary 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. **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. **Staff Responsible for Monitoring:** Principal Associate 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 Parent and Family Engagement: Leverage the website for community engagement. **Strategy's Expected Result/Impact:** Parents and community will be more informed. **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. **Strategy's Expected Result/Impact:** Community and parents will be more informed. **Staff Responsible for Monitoring:** Principal, Associate and DI

Cypress-Fairbanks Independent School District

Cypress Park High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: Instructional Focus: Our students are not showing the level of year-to-year progress we would expect. Strategy: As a campus, we will implement the Teacher Clarity strategies outlined in the Teacher Clarity Playbook that shows to accelerate learning. The instructional leadership team will complete classroom observations, analyze data, provide PD opportunities and establish campus processes for Teacher Clarity. **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,
Strategy 2 Details
Strategy 2: Instructional Focus: Our teachers will increase writing and speaking opportunities in core classes. Strategy: By incorporating consistent writing processes across core subjects, our students will be able to practice a common writing regimen. By planning for student discourse, our EB students will be able to practice the language in an academic setting with appropriate vocabulary. The instruction leadership team will provide short PD sessions throughout the year, providing actionable EB strategies to use immediately. Walkthroughs and observations will provide data to act on next steps and gauge the effectiveness. **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:** Direction of Instruction, Campus Instructional Coach, Team Leaders, Algebra I Teachers.

Strategy 3 Details

Strategy 3: Instructional Focus: Chronic Absenteeism

Strategy: We will develop a proactive approach that identifies students at risk of following into excessive absences, develop attendance contracts for those that have already accrued excessive absences, and have scheduled meetings for APs, counselors and Academic Achievement specialist to discuss student attendance data.

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, Director of Instruction, Associate Principal, Assistant Principals, Counselors and Academic Achievement Specialist

Strategy 4 Details

Strategy 4: Well-Rounded Education: Students will be provided the opportunity to participate in the enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.

Strategy's Expected Result/Impact: Meet or exceed participation rates from 2025-26

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

Salaries: 10 teachers 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.
Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal and Director of Instruction

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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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: Increased Student Engagement

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Lead Counselor, CTE Counselor, AAS

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Counselors, Dual Credit Team, AAS

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Athletic Coordinator, Counselors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4:The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: Our students in identified English and Math courses will participate in Mastery Prep activities that prepare them to be successful on the TSIA2 test. **Strategy's Expected Result/Impact:** Meet TSI score requirement on TSIA 2 **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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **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. **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. **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. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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.. **Strategy's Expected Result/Impact:** Violent incidents will decrease by 5% from the previous year. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **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. **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 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 **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction

Strategy 2 Details
Strategy 2: 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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Athletic Coordinator

Cypress-Fairbanks Independent School District

Cypress Ranch High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically under-performing student groups.

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. Strategy: As a result of Fundamental 5 strategies and increased teacher clarity, students will reach a deeper level of understanding of the content. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **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. Strategy: Students will participate in higher level questioning and intentional discourse designed to move students to a higher level of content mastery. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers

Strategy 3 Details
Strategy 3: Instructional Focus: To increase campus CCMR from 90% to 100% Strategy: Students will be encouraged to chart their path to their personal CCMR point starting their freshman year. **Strategy's Expected Result/Impact:** We will see incremental growth on our CCMR scores while striving for 100%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, AAS, Counselors, APs

Strategy 4 Details
Strategy 4: 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. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table **Staff Responsible for Monitoring:** Principal

Strategy 5 Details
Strategy 5: Improving Student Engagement: We will use professional development opportunities to focus on student discourse and teacher clarity. **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. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers.

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: We will identify certification areas where students are under-performing and work with teachers/students/parents to create a path to certification. **Strategy's Expected Result/Impact:** The number of students who earn an industry certification will increase by 2%. **Staff Responsible for Monitoring:** All CTE teachers, CTE counselors, Director of Instruction, AAS

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Teachers of Advanced/K level classes will promote Advanced Placement and Dual Credit options throughout the school year and encourage enrollment. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Teachers, Counselors, Director of Instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: We will host our annual Club Night 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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Teachers, counselors, director of instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4:The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: Students will have an individualized plan with their path towards earning their CCMR point. We will prioritze seniors without a point, we will also be proactive in helping our underclassmen to plan their pathway as well. **Strategy's Expected Result/Impact:** Students will know their path towards a CCMR point and what they need to do to earn it. **Staff Responsible for Monitoring:** DI, AAS, Counselors, CICs, 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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** Our graduation rate will increase by 1% **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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** Our students will return to school and have a defined path to graduation **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. **Strategy's Expected Result/Impact:** Increased monitoring will result in a safer, healthier learning environment. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Assistant Principals, Associate Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with exceptional attendance each marking period. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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, supporting English Language Learners, Classroom Management, CCMR, Teacher Clarity, etc. **Strategy's Expected Result/Impact:** We will see evidence of strategies presented in professional development during classroom instruction. **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 Parent and Family Engagement: We will use the CR Connection (monthly newsletter) to help our families stay connected to the activities occurring at Cypress Ranch. **Strategy's Expected Result/Impact:** Parents and community will have an increased awareness of activities and events at Cypress Ranch. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will engage the community weekly thru social media posts that the the story of Cypress Ranch. **Strategy's Expected Result/Impact:** Parents, students, and the CFISD community will witness through social media the "I am CR" spirit of Cypress Ranch. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction

Cypress-Fairbanks Independent School District

Cypress Ridge High School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: Instructional Focus: Our EOC teachers will strengthening both teacher and student clarity through the use of learning intentions and success criteria to guide planning and instruction. Strategy: EOC teams will focus on increasing the rigor of their lessons by focusing on implementation during planning discussions. Campus Instructional Coaches as well as admin will be present in planning to monitor and guide the conversations. **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 Appraisers, AAS, CICs
Strategy 2 Details
Strategy 2: Instructional Focus: Adding value to the TELPAS test through targeted student discussions and preparation for the exam. Strategy: Our teachers will work with our Emergent Bilingual students to help them understand the importance of the TELPAS test and well as help them prepare by providing both good and bad examples of student work and recordings. **Strategy's Expected Result/Impact:** The percentage of students showing growth on the TELPAS will increase to 40+% in 2026-27. **Staff Responsible for Monitoring:** Director of Instruction, DIHT, CICs, Teachers

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.

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.

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 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, summer Strength and Conditioning (SAC) camp, after school clubs, Veterans Day Celebration, Lip Sync Battle, Future Ram Round-up, and Leadworthy.

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, Assistant Principals, Athletic Director, Club Sponsors

Strategy 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

1. Salaries: 1 Counselor, 2 paraprofessionals, and 9 additional 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 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 members will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP. Staff will also be paid for working and providing support at Parent and Family Engagement Events.

8. Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Open House, Horizons Showcase, Future Ram Round-up, Brave New World, 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.

9. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Team Leaders, Department Chairs/CICs, Counselors, Director of Instruction, 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. Specifically, we will support additional tutoring time after school with SCE funds.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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. **Strategy's Expected Result/Impact:** Increase in the ability to offer more student desired events, increase in student involvement in the school. **Staff Responsible for Monitoring:** Principal, Associate Principal, Club Sponsors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: CTE Approved Industry Certifications: - We will execute CTE/CCMR data digs to analyze earned certificates and develop an action plan. - 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. **Strategy's Expected Result/Impact:** The number of students that earn an industry based certification and are considered course completers will increase by 2%. **Staff Responsible for Monitoring:** Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Student Enrollment in Advanced Placement/Dual Credit courses: - We will use Title I funds to cover the cost of Advanced Placement exams for all students enrolled in AP classes. - We will use title I funds to cover the cost of all Dual Credit tuition. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2%. **Staff Responsible for Monitoring:** College and Career Specialist, Director of Instruction, Dual Credit Counselor, Lead Counselor

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3:The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Student enrollment in extra-curricular activities: 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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% **Staff Responsible for Monitoring:** Athletics coaches, Fine Arts Directors, Counselors, Principal, Assistant Principal, Club Sponsors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSA Data

Strategy 1 Details
Strategy 1: Our students in identified English and Math courses will participate in Mastery Prep activities that prepare them to be successful on the TSIA2 test. **Strategy's Expected Result/Impact:** Our students earning a qualifying score in both english and math on the TSIA2 test will increase by 2% each year. **Staff Responsible for Monitoring:** Teachers, CICs, College and Career Specialist, AAS, DI, 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: Increase graduation rates across the board but especially in our Special Ed population as this population 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. To improve the 4-year graduation rate we will focus on classes that most often prevent students from moving to the next grade level. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% **Staff Responsible for Monitoring:** Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee, Academic Achievement Specialist
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. **Strategy's Expected Result/Impact:** Improved graduation rate **Staff Responsible for Monitoring:** Principal
Strategy 3 Details
Strategy 3: Dropout Prevention: We will use Title I funds to hire a Behavior Specialist. 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 Assistant Principals and Academic Achievement Specialist to identify students with attendance concerns. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1%. **Staff Responsible for Monitoring:** Behavior Specialist, 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** Students attendance will increase, students will be on time to class, and incidents at campus extracurricular events will decrease **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals
Strategy 2 Details
Strategy 2: We will use Title I funds to hire a Behavior Specialist. 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 Assistant Principals and Academic Achievement Specialist to identify students with attendance concerns. **Strategy's Expected Result/Impact:** 95% overall attendance rate and overall increase in campus passing rates. **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. 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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Staff Acknowledgement- we will provide PRIDE catchers and teacher bucks 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, campus PRIDE 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: 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 Teacher Clarity with a focus on Learning Intentions and Success Criteria. This focus will be supported through planning period and after school PD offerings, Team Leader Check-ins, Learning Walks, and online opportunities. **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. **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 Parent and Family Engagement: Cypress Ridge will host monthly "Community Builder" events to help strengthen the partnership between the campus and the community as well as send out more frequent communication through the use of a monthly newsletter, the campus marquee, school messenger, and the school website. **Strategy's Expected Result/Impact:** Greater attendance at Open House, stronger parent partnerships with teachers and parents. **Staff Responsible for Monitoring:** Principal, Director of Instruction

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. **Strategy's Expected Result/Impact:** Increased parent and community engagement with the campus, increased attendance at campus events **Staff Responsible for Monitoring:** Principal, Director of Instruction, Associate Principal

Cypress-Fairbanks Independent School District

Cypress Springs High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. 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. **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 2 Details
Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning and feedback. Strategy: Higher level questioning will occur in every classroom for more student discourse. Samples will be written in lesson plans. **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 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: 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 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

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.

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.

10. Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attentio frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/ squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

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: 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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Improving Student Engagement: Students will be exposed to 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, Campus Administrators, Club and Organization Sponsors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **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. **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. **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. **Staff Responsible for Monitoring:** Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **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. **Staff Responsible for Monitoring:** Principal, DI, College and Career Advisor, AAS, Department Chair

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **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. **Staff Responsible for Monitoring:** Principal; DI; College and Career Advisor: AAS, Club Sponsors, Coaches

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: Our students in identified English and Math courses will participate in Mastery Prep activities that prepare them to be successful on the TSIA2 test. **Strategy's Expected Result/Impact:** Our students earning a qualifying score in both english and math on the TSIA2 test will increase by 2% each year. **Staff Responsible for Monitoring:** Teachers, CICs, College and Career Specialist, AAS, DI, 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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** We expect for a higher graduation rate (1%) with the consistent communication with student, parents, and all stakeholders. **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. Partner AP/Counselor will meet weekly Review in Spring of the current school year **Strategy's Expected Result/Impact:** Increase in student attendance and higher graduation rate(1%). **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. **Strategy's Expected Result/Impact:** Improved graduation rate **Staff Responsible for Monitoring:** Principal
Strategy 4 Details
Strategy 4: Dropout Prevention: We will utilize the following programs to work toward having a low dropout rate: CFISD Character Education, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, and Communities in Schools support for at-risk students. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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: 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 **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. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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.. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **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. **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. **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 Parent and Family 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. **Strategy's Expected Result/Impact:** Parents will feel more informed about school events and be better informed about opportunities. **Staff Responsible for Monitoring:** Principal & Administrative Team

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued. **Staff Responsible for Monitoring:** Coaches, Sponsors, CICs, Teachers, AAS, DI, Associate and Assistant Principals, Principal

Cypress-Fairbanks Independent School District

Cypress Woods High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English I: We will provide students with a success criteria for advanced analytical writing skills by using Good/Better/Best student examples in prewriting, My Favorite No student examples for post-writing, and student checklists for self-reflection and peer editing. **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:** Teachers, CF-TESS Appraisers, CICs
Strategy 2 Details
Strategy 2: English II: We will provide independent reading and writing opportunities by chunking texts to make the reading and writing more digestible, provide frequent journaling opportunities, and frontload vocabulary. **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:** Teachers, CF-TESS Appraisers, CICs
Strategy 3 Details
Strategy 3: Algebra I: We will practice mathematical processes by requiring that students show work on all assignments and assessments. **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:** Teachers, CF-TESS Appraisers, CICs

Strategy 4 Details

Strategy 4: Biology: We will incorporate more differentiated opportunities for students to use academic vocabulary by implementing new activities such as card sorts, task cards, and models.

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: Teachers, CF-TESS Appriaisers, CICs

Strategy 5 Details

Strategy 5: US History: During the current school year, we will implement strategies to improve vocabulary skills such student discourse, targeted word lists, sentence stems, close readings, and brick and mortar writing.

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: Teachers, CF-TESS Appraisers, CICs

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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

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 staff

Staff Responsible for Monitoring: Associate Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The number of students who earn an industry certification will increase by 2%. **Staff Responsible for Monitoring:** All CTE teachers, CTE Counselor, District CTE Campus Instructional Coach

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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 **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** CCS / AAS / DI/Counselors

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Principal, Athletic Director, Counselors, Fine Arts, Coaches

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: Our students in identified English and Math courses will participate in Mastery Prep activities that prepare them to be successful on the TSIA2 test. **Strategy's Expected Result/Impact:** Meet TSIA 2 CCMR Criteria **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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1.5%. **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. **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. **Staff Responsible for Monitoring:** -Campus Administration -Teachers -Staff -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. 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals Campus Resource Officers

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** DI Principal 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. **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. **Staff Responsible for Monitoring:** CIC Team 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 Parent and Family Engagement: Teachers will use a standardized parent log to record parental communication. **Strategy's Expected Result/Impact:** Utilizing the standard parent log will increase communication across the campus. **Staff Responsible for Monitoring:** Associate Principal, Teachers, Admin
Strategy 2 Details
Strategy 2: Improving Social Media Presence: Increase (1) Instructional, (2) Athletic, and (3) Fine Arts Social Media posts with a minimum of two per week. **Strategy's Expected Result/Impact:** Parents, students, and the CFISD community will view the excellence that occurs at Cypress Woods HS. **Staff Responsible for Monitoring:** Principal, Associate, APs and DI
Strategy 3 Details
Strategy 3: Community Newsletter: CWHS administration will create a monthly newsletter with timely and relevant information about CWHS. The newsletter will be sent on or about the 1st of each month to parents of Cy Woods students. **Strategy's Expected Result/Impact:** Parents, students, and the CFISD community will view the excellence that occurs at Cypress Woods HS. **Staff Responsible for Monitoring:** Principal, Associate, DI, APs

Cypress-Fairbanks Independent School District

Jersey Village High School

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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 strengthen Tier 1 instruction by prioritizing structured student discourse, clear learning intentions, and success criteria to increase student achievement, especially among emergent bilingual, SPED, and economically disadvantaged students. Strategy: All teachers will use structured academic discourse strategies (e.g., sentence stems, accountable talk routines, collaborative structures, QSSSA) to support language development and deepen content understanding. Special emphasis will be placed on ensuring EB and SPED students are regularly engaged in purposeful conversation. **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, Director of Instruction **TEA Priorities:** Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Instructional Focus: To increase student mastery of course content and on STAAR EOC, Jersey Village High School will strengthen Tier 1 instruction by prioritizing structured student discourse, clear learning intentions, and success criteria to increase student achievement, especially among emergent bilingual, SPED, and economically disadvantaged students.

Strategy: Teachers will design each lesson with a clearly stated, TEKS-aligned learning intention that sets the purpose for learning and success criteria that guide checks for understanding. Lessons will include tasks that challenge students to think critically, explain reasoning, and persist through rigorous problem-solving.

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, Director of Instruction

TEA Priorities:
Build a foundation of reading and math

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: Algebra I students will use a problem solving process when working through math problems.
Biology Team: The Biology team will use the claim, evidence, and reasoning (CER) strategy to help students with more analysis-based questions to build their critical-thinking skills and problem-solving abilities
English I Team: We will provide supplemental aids/background info and weekly writing opportunities for students to connect with district reading materials.
English II Team: We will chunk writing assignments and gradually increase assignment requirements while reducing scaffolds.
U.S. History Team: The U.S. History team will increase all students' exposure to this language by explicitly decoding and practicing EOC-style questions in class at least twice a week."

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, Director of Instruction, CIC Team

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 (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: SALARIES & BENEFITS
- 7 class size reduction Algebra and English to increase the ability to provide individualized feedback and increase STAAR EOC performance
- 1 Academic Achievement Specialist to support teachers in with data, implementing evidence-based instructional strategies (e.g., academic dialogue, small-group instruction) to improve student performance on EOC

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, PAFE events.

PROFESSIONAL DEVELOPMENT - Staff members will be paid for attending approved professional development.

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

STUDENT ENGAGEMENT AND INSTRUCTIONAL READINESS -Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/ fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction

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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

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

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **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. **Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: The campus will increase TEA college readiness for graduating seniors 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. **Strategy's Expected Result/Impact:** The percentage of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math will increase by 2% each year. **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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **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 The campus will increase staff visibility and supervision using the Falcon Connect plan: - consistent adult supervision in the hallways during passing periods - prevent entrance at alternate access points throughout the building Administrators will conduct weekly exterior door checks, controlled access point checks, and utilize the Cy-Fair Tip-Line. **Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented. **Staff Responsible for Monitoring:** Associate Principal 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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: The campus will implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. 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. We will work to find out more information on the whereabouts of these students. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. 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. The campus will utilize SOAR in the classrooms to create a common language and common behavior expectations on our campus **Strategy's Expected Result/Impact:** Violent Incidents will be reduced to 0%. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 1%.

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 **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **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, 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: - Analyzing and Integrating Common Expectations - Increasing Teacher Clarity and Student Engagement through the Use of Academic Dialogue Strategies - Classroom Management Strategies **Strategy's Expected Result/Impact:** Increase job satisfaction represented in the Teacher Satisfaction Survey **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 Parent and Family Engagement: Consistent communication will be provided to the families and community through monthly newsletters, Social Media, Parent Square, and the JVHS website. The campus will publicize campus events as community-wide events rather than parent-only functions. Information will be distributed broadly through local media channels, social media outlets, elementary and middle-school feeder schools, and other community partners to increase visibility and participation. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Principal, Director of Instruction

Strategy 2 Details
Strategy 2: 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. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Principal, Director of Instruction

Cypress-Fairbanks Independent School District

Langham Creek High School

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: Instructional Focus: Strengthen Tier 1 instruction through intentional planning, rigorous learning experiences, student engagement, and meaningful student discourse, with a focus on increasing student growth and achievement at the Meets and Masters levels. Strategy: Students will engage in standards-aligned tasks that require them to think critically, write, and demonstrate their learning at the depth of the standard. **Strategy's Expected Result/Impact:** 2% Masters performance increase across all EOC tested subjects **Staff Responsible for Monitoring:** Curriculum Coaches, Academic Achievement Specialist, DI, Principal
Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen Tier 1 instruction through intentional planning, rigorous learning experiences, student engagement, and meaningful student discourse, with a focus on increasing student growth and achievement at the Meets and Masters levels. Strategy: Students will receive timely feedback and responsive instruction that addresses gaps in understanding and helps them progress toward Meets and Masters. **Strategy's Expected Result/Impact:** 2% Masters performance increase across all EOC tested subjects **Staff Responsible for Monitoring:** Curriculum Coaches, Academic Achievement Specialist, DI, Principal
Strategy 3 Details
Strategy 3: Instructional Focus: Strengthen Tier 1 instruction through intentional planning, rigorous learning experiences, student engagement, and meaningful student discourse, with a focus on increasing student growth and achievement at the Meets and Masters levels. Strategy: Students will regularly discuss ideas, explain their reasoning, and use evidence to deepen their understanding in Math and English. **Strategy's Expected Result/Impact:** 2% increase in master's performance in math and English. **Staff Responsible for Monitoring:** Curriculum Coaches, Academic Achievement Specialist, DI, Principal

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.

Strategy 5 Details

Strategy 5: Title I (at-risk): Close academic achievement gaps and assist students who are failing, or at risk of failing, state assessments by providing students with supplemental support based on their specific area of identified academic need.

Strategy's Expected Result/Impact: - Salaries: 2 English, 1 Math, 2 Social Studies, 2 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 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.
- Student Engagement and Instructional Readiness: Students will be provided with appropriate sensory and self-regulation resources to support their ability to manage attention, frustration, and emotions in ways that promote access to instruction. Resources will be selected based on campus-identified needs and may include tactile/fidget tools, stress/squeeze tools, sensory manipulatives, visual regulation supports, and other low-cost materials.

Staff Responsible for Monitoring: Principal, Director of Instruction

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.

Strategy's Expected Result/Impact: Meet or exceed CIP targets on the attached data table

Staff Responsible for Monitoring: Principal

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 demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** Student four-year plans will show outlines for consecutive course enrollment. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CCS

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CCS, CTE Teachers

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

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. **Strategy's Expected Result/Impact:** The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Counselors and Assistant Principals

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: Students will engage with Mastery Prep during warm-ups as well as follow their individualized plan. **Strategy's Expected Result/Impact:** Students will obtain a 950 on the math portion of TSI or a 945 on the reading portion. **Staff Responsible for Monitoring:** CIC, AAS, DI, 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: Administration and teachers will work together to strengthen instructional engagement in the classroom to keep students on track toward graduation. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** The percentage of students who graduate within four years will increase by 1% each year. **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. **Strategy's Expected Result/Impact:** Reduction of student discipline referrals by 5%. **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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **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. **Strategy's Expected Result/Impact:** That all parties will understand the factors in place to contribute to everyone's safety. **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principal, Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: We will offer campus incentives to encourage consistent daily attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **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. **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. **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 Parent and Family Engagement: We will strengthen our community-wide free events like the Parking Lot Party and Glow with the Lobos **Strategy's Expected Result/Impact:** Parents will join their students in participating at campus events. **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will increase our campus Facebook presence as this is the primary social media platform community members use. **Strategy's Expected Result/Impact:** Parents will be more informed and increase their partnerships with our campus. **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Alternative Learning Center-E

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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 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. **Strategy's Expected Result/Impact:** Increase student engagement alongside vertical and horizontal alignment with teachers. **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. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. **Strategy's Expected Result/Impact:** The staff will be able to employ more restorative discipline practices to equip students with coping and problem solving strategies. Tracking of Tipline reports Increase student awareness and decrease discipline referrals in all areas. Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc. **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. **Strategy's Expected Result/Impact:** A safe learning environment conducive to learning. Complete and successful participation in all drills. **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. Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0%. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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: We will work to increase teacher/paraprofessional attendance by implementing positive incentives for perfect attendance at smaller intervals. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **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. **Strategy's Expected Result/Impact:** Parents will be informed of campus processes **Staff Responsible for Monitoring:** Principal

Cypress-Fairbanks Independent School District

Alternative Learning Center-W

2026-2027



District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. **Strategy's Expected Result/Impact:** Students will improve/maintain a grade average of at least 75% upon their return to home campus. **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. **Strategy's Expected Result/Impact:** Students will improve/maintain a grade average of at least 75% upon their return to home campus. **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). **Strategy's Expected Result/Impact:** Students will improve/maintain a grade average of at least 75% upon their return to home campus. **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.). **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. **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. **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). **Staff Responsible for Monitoring:** Assistant Principals Teachers Project Safety Coordinator Counselors

Strategy 2 Details
Strategy 2: Campus Safety: Safety drills will be performed according to district standards and expectations. 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. **Strategy's Expected Result/Impact:** To create a safe learning environment conducive to teaching and learning. Complete and successful participation in all drills. **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. **Strategy's Expected Result/Impact:** Overall decrease in the percentage of middle school, disciplinary infractions. **Staff Responsible for Monitoring:** Teachers 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. **Strategy's Expected Result/Impact:** Overall decrease in the number of student infractions for inappropriate language with a peer and/or adult. **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. Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences. **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. **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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by (1%) **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. **Strategy's Expected Result/Impact:** Connect with parents and begin to establish a supportive relationship from the start of placement. **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. **Strategy's Expected Result/Impact:** Contribute to higher student success, stronger relationships, and more consistent home-school collaboration. **Staff Responsible for Monitoring:** Administration

Cypress-Fairbanks Independent School District

Brautigam Center

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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. Strategy: Students will have an understanding of the end goal and their expectations to work collaboratively in understanding their relevance to the lessons. **Strategy's Expected Result/Impact:** Meet or exceed EOC goals. **Staff Responsible for Monitoring:** Principal Director of Instruction

Strategy 2 Details
Strategy 2: Instructional Focus: Strengthen first time instruction and student engagement. Strategy: Students will explore real world connections through a variety of engaging activities designed to help them think critically and deepen understanding. **Strategy's Expected Result/Impact:** Meet or exceed EOC goals. **Staff Responsible for Monitoring:** Principal Director of Instruction

Strategy 3 Details
Strategy 3: Instructional Focus: Strengthen first time instruction and student engagement. Strategy: Students will demonstrate their understanding of the content through various applications implemented by the teacher which includes specific feedback. **Strategy's Expected Result/Impact:** Meet or exceed EOC goals. **Staff Responsible for Monitoring:** Principal Director of Instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **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. **Staff Responsible for Monitoring:** Principal Director of Instruction 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 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Students' grades and attendance will be monitored by campus leadership. Campus leadership and teachers will participate in Know Your Roster sessions each grading period to share their students academic history. Campus leadership will hold parent conferences for select students to help improve academic performance. **Strategy's Expected Result/Impact:** The percentage of students graduating in four years or less will increase by at least 1%. **Staff Responsible for Monitoring:** Principal Director of Instruction Academic Coordinator Math Interventionist Reading Interventionist 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. **Strategy's Expected Result/Impact:** The percentage of students graduating in four years or less will increase by at least 1%. **Staff Responsible for Monitoring:** Principal Director of Instruction 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. **Strategy's Expected Result/Impact:** Improved graduation rate **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. **Strategy's Expected Result/Impact:** 100% of the district's safety policies will be implemented. **Staff Responsible for Monitoring:** Assistant Principal Principal Director of Instruction All Brautigam Center Staff 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. 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **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 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 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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Assistant Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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/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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal Director of Instruction 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 campus-wide and CF-TESS-goal focused professional development activities book studies, Quantum Learning, Witsby, technology trainings and PD During Planning sessions. **Strategy's Expected Result/Impact:** Teachers will implement strategies to increase student engagement. **Staff Responsible for Monitoring:** Principal Director of Instruction 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 Parent and Family Engagement: Increase frequency of parent communications sent via email and text. **Strategy's Expected Result/Impact:** Parents will be informed of important upcoming events and dates. **Staff Responsible for Monitoring:** Principal Director of Instruction

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Improve our social media presence for families and students. **Strategy's Expected Result/Impact:** Showcase the various experiences that occur at the Brautigam Center for parents, students and the community. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principal

Cypress-Fairbanks Independent School District

Carlton Center

2026-2027



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 2029The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024(baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR- Alt 2 test/EOC Algebra I, English I/II, and US History

Strategy 1 Details
Strategy 1: Instructional Focus: Math Strategy: 100% of all students will participate in math lessons over curriculum and real world scenarios to address individual deficiencies in order to pass STAAR ALT Math. **Strategy's Expected Result/Impact:** Increase meets or exceeds on STAAR results. **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
Strategy 2 Details
Strategy 2: Instructional Focus: Social Studies Strategy: Students will participate in community based instruction allowing real world opportunities for learning. **Strategy's Expected Result/Impact:** Increase, meets, or exceeds on STAAR ALT II/EOC assessment **Staff Responsible for Monitoring:** All Staff

Strategy 3 Details

Strategy 3: Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas.

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.

Staff Responsible for Monitoring: VITAL Team Leader
Instructional Specialist
Commercial Foods Teacher

Strategy 4 Details

Strategy 4: Students participating in the 18+ campus-based transition program will learn to use a visual task schedule to perform vocational tasks in a group setting.

Strategy's Expected Result/Impact: 80% of students will be able to use a tool (e.g. 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.

Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader
18+ LIFE Skills Teachers

Strategy 5 Details

Strategy 5: Students participating in the specialized Business Media Production (BMP) vocational program will utilize a visual checklist to perform core tasks for targeted office related skills and crafting. They will demonstrate measurable growth from baseline, or maintain the highest performance level, in at least 4 of 6 identified vocational skill areas involving transferable workplace skills and behaviors, as evidenced by teacher observation and data collected.

Strategy's Expected Result/Impact: 80% of students will demonstrate measurable growth from baseline, or maintain the highest performance level.

Staff Responsible for Monitoring: Business Media Production (BMP) Staff

Strategy 6 Details

Strategy 6: Staff will bridge communication gaps between school/home/home campus by facilitating Zoom sessions, phone calls, after school sessions to facilitate planning engagement.

Strategy's Expected Result/Impact: Increased student preparedness for post-secondary college & career readiness

Staff Responsible for Monitoring: V.I.T.A.L. teachers
Director
Instructional Specialist

Strategy 7 Details

Strategy 7: Empower Employment students will gain employment by the end of the school year.

Strategy's Expected Result/Impact: 10% of Empower Employment students will gain employment by the end of the school year.

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 teach, model, and assist students with special needs to implement safety procedures and crises plans. **Strategy's Expected Result/Impact:** Safe, secure and healthy learning environment will be maintained; Student engagement will be maximized **Staff Responsible for Monitoring:** Director Assistant Principal Instructional Specialist Behavioral Support Specialist 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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be completed by scheduled deadlines. **Staff Responsible for Monitoring:** Director, Assistant Principal, Instructional Specialist Behavioral Support Specialist 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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialist 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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** A positive school culture will promote greater attendance rates **Staff Responsible for Monitoring:** Director Instructional Specialist Department Chairperson/Team Leaders; 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. **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. **Staff Responsible for Monitoring:** Director Assistant Principal Instructional Specialist Classroom Teachers Behavioral Specialist 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, the campus will have an in person community event and/or send out a newsletter each grading period there is not an in person event.

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

Strategy 1 Details
Strategy 1: Family Engagement: 1. Parents are communicated with daily by receiving student daily reports. 2. Fall Open House 3. Fall & Spring Craft Show 4. Fall & Spring Parent Training Nights 5. Phone calls home by case managers to update parents on student progress 6. School Messenger/Newsletters 7. Create greater social media presence **Strategy's Expected Result/Impact:** Increased parental/guardian involvement **Staff Responsible for Monitoring:** All Staff

Strategy 2 Details
Strategy 2: The campus will create a new social media handle and post at least 3 times a month highlighting student achievement and success. **Strategy's Expected Result/Impact:** The community will be aware of events and school will be marketed in positive light. **Staff Responsible for Monitoring:** Director Team leaders

Cypress-Fairbanks Independent School District

Carpenter Center

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

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 Strategy: We will use student interest inventories to select reading materials aligned with personal experiences, hobbies, and social-emotional learning themes **Strategy's Expected Result/Impact:** Increase individual reading stamina and build both academic and social vocabulary **Staff Responsible for Monitoring:** Special Education Teachers, Administrators

Strategy 2 Details
Strategy 2: Instructional Focus: Math Strategy: We will use diagnostic data in to highlight skill deficits in district DPM and common assessments **Strategy's Expected Result/Impact:** Close skill gaps by using data to develop targeted practice in those areas using released assessments to familiarize students with test question formats **Staff Responsible for Monitoring:** Special Education Teacher, Administrators

Strategy 3 Details
Strategy 3: Instructional Focus: Math Strategy: We will embed hands-on manipulatives, visuals, and scaffolded problem-solving steps to strengthen conceptual understanding. **Strategy's Expected Result/Impact:** Increased student capacity through concrete reinforcement of taught skills and closing learning gaps. **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 that includes daily review of behavior plans in the behavior data management system. **Strategy's Expected Result/Impact:** Increase student awareness and accountability for problematic behaviors that are limiting their access to comprehensive campuses. **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. 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. **Strategy's Expected Result/Impact:** All students will be able to learn in a safe environment. Complete and successful participation in all drills. **Staff Responsible for Monitoring:** Principal, AP, All staff members

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 **Strategy's Expected Result/Impact:** 95% overall attendance rate **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) **Strategy's Expected Result/Impact:** 95% overall attendance rate **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 such as CPI and trauma-informed practices. **Strategy's Expected Result/Impact:** Students will show positive growth on their individualized education plans that have goals regarding physical and verbal aggression. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 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 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. **Strategy's Expected Result/Impact:** Teacher/Paraprofessional attendance will increase by 10% from the previous school year. **Staff Responsible for Monitoring:** Principal
Strategy 2 Details
Strategy 2: The Carpenter Center will recruit male mentors to work with our most at-risk students. **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. **Staff Responsible for Monitoring:** Director
Strategy 3 Details
Strategy 3: Ensure that Teachers are Receiving High-Quality Professional Development. **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. **Staff Responsible for Monitoring:** Director

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 Family 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. **Strategy's Expected Result/Impact:** Increase communication with all stakeholders, which will increase parent/guardian and other stakeholders campus engagement. **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Improving Social Media Presence: Recognize and celebrate family involvement by highlighting parent participation in newsletters and social media to reinforce partnerships and belonging **Strategy's Expected Result/Impact:** Increased parent/ guardian participation in school sponsored events **Staff Responsible for Monitoring:** Administrators, all staff

Cypress-Fairbanks Independent School District

Virtual Pathways

2026-2027

District Goal 1: The district STAAR/EOC Composite Performance Index Score on state assessments will increase from 54.0 for the 2023-2024 (baseline) school year to 67.3 for the 2028-2029 (target) school year.

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, with targeted instructional interventions specifically accelerating academic growth and gap closure for historically underperforming student groups.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Instructional Focus: For the current school year, Virtual Pathways will focus on high-quality first instruction by ensuring that students know the learning intention and success criteria for each lesson presented and including engagement strategies within pre-recorded video lessons. Strategy: Students will articulate and track learning intentions and success criteria across each Schoology course and mini-lesson video to take ownership of their learning targets and demonstrate mastery of lesson goals. **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:** Director, Director of Instruction

Strategy 2 Details
Strategy 2: Instructional Focus: For the current school year, Virtual Pathways will focus on high quality first instruction by ensuring that students know the learning intention and success criteria for each lesson presented and including engagement strategies within pre-recorded video lessons. Strategy: Students will actively engage with pre-recorded instructional videos by executing embedded active learning strategies such as pausing to reflect, pausing to write responses, and pausing to attempt practice problems--to demonstrate active content processing rather than passive viewing. **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:** Director, Director of Instruction

Strategy 3 Details

Strategy 3: Instructional Focus: For the current school year, Virtual Pathways will focus on high quality first instruction by ensuring that students know the learning intention and success criteria for each lesson presented and including engagement strategies within pre-recorded video lessons.

Strategy: Students will receive instruction aligned with high-quality virtual standards through regular administrative coaching and feedback focused on student engagement and clarity of learning goals during pre-recorded lessons.

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: Director, Director of Instruction

Strategy 4 Details

Strategy 4: Elementary 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, Director of Instruction

Strategy 5 Details

Strategy 5: Improving Student Engagement: Students will participate in teacher-sponsored virtual interest clubs to build peer connections, foster belonging, and actively engage in campus culture.

Strategy's Expected Result/Impact: Increased student belonging, higher overall attendance/retention, and an established baseline participation rate (e.g., 30%+ of students enrolled in at least one club).

Staff Responsible for Monitoring: Director of Instruction, Assistant Principal

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

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 (Maintain current objective target during state accountability framework transition).

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. **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 **Staff Responsible for Monitoring:** Director, Director of Instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Students will receive individualized academic advising and ongoing progress monitoring as campus leadership partners with higher education and AP coordinators to streamline course enrollment, track progress, and provide targeted academic interventions. **Strategy's Expected Result/Impact:** The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year **Staff Responsible for Monitoring:** Director, Director of Instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.3: The percentage of students who participate in extracurricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year (Maintain current objective target during state accountability framework transition).

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Students will participate in campus-hosted virtual clubs as well as local in-person extracurricular activities (such as JROTC, UIL, etc) to build school connection, foster leadership skills, and increase overall extracurricular participation. **Strategy's Expected Result/Impact:** The percentage of students who participate in extracurricular activities will increase by 2% each year **Staff Responsible for Monitoring:** Director, Director of Instruction

District Goal 2: The percentage of students demonstrating post-secondary readiness (CCMR) on state accountability measures will maintain a minimum performance baseline floor of 80% annually through 2029 while adapting to refreshed TEA accountability standards.

District Performance Objective 2.4: The district will achieve a minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

Evaluation Data Sources: CCMR TSI Data

Strategy 1 Details
Strategy 1: Students will engage in structured ELAR and Math readiness pathways to achieve TEA college readiness standards for graduation. **Strategy's Expected Result/Impact:** A minimum 2 percentage point year-over-year increase in the proportion of graduating seniors meeting TEA college readiness benchmarks (via TSIA2, SAT, ACT, or College Prep courses) in both ELAR and Math.

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

District Performance Objective 3.1: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029, maintaining a performance baseline floor of 94.4% for the 2026 reporting cycle and pacing toward 95.1% for the 2027 cohort.

Strategy 1 Details
Strategy 1: Students will receive administrative grade and attendance feedback when actionable steps are needed to ensure students receive credit for their current courses. **Strategy's Expected Result/Impact:** The percentage of students graduating in four years or less will increase by at least 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principal, 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: 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. Students will receive a presentation of what to do if there is an emergency while they are on our campus. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Director, Assistant Principal

Strategy 2 Details
Strategy 2: Campus Safety: Students receive weekly video announcements focused on campus matrix expectations, applying clear behavioral and digital citizenship norms to maintain a safe, respectful, and productive virtual learning community. **Strategy's Expected Result/Impact:** Increased student awareness of virtual behavioral expectations, leading to a reduction in digital discipline referrals and a more positive virtual school climate. **Staff Responsible for Monitoring:** Director, Director of Instruction, 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. Students will receive incentives or recognition for demonstrating consistent patterns of good attendance and engagement with their online course content. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Director, Assistant Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Students who demonstrate a pattern of non-attendance will receive individualized support and an attendance plan designed to help them re-engage and attend consistently. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Director, Director of Instruction, Assistant Principal, 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. The program will clearly communicate positive student and campus expectations through our PATH matrix posted in all classrooms, in Family Orientation Materials, and in weekly announcements. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Director, Assistant Principal
Strategy 2 Details
Strategy 2: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate behavior 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:** Assistant Principal
Strategy 3 Details
Strategy 3: New teachers will participate in the Classroom Management 101 course. Second year teachers will participate in the Classroom Management 102 course. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus first-year or second-year teachers will be trained in CFISD's Classroom Management 101 or 102 course. **Staff Responsible for Monitoring:** Director of Instruction, Assistant 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 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 program 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 outs to provide positive feedback from colleague to colleague on their impact when present. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Director

Strategy 2 Details
Strategy 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. Teachers will participate in professional development activities that align with virtual teaching through several in person training throughout the year with a virtual teaching consultant **Strategy's Expected Result/Impact:** Classroom implementation of professional learning Evidence in Course Snapshots (Virtual Walk-throughs) Lesson Plans **Staff Responsible for Monitoring:** Director, Director of Instruction, 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: Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events
Canva Data- Bobcat Blast Engagement Data

Strategy 1 Details
Strategy 1: Improving Parent and Family Engagement: We will contact parents directly to praise students with our Pathfinder Award (good character/living out our PATH expectations) and our Standout Submission Award (for an outstanding assignment submission) since our families do not come to our building frequently, we can bring the engagement to them. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Director, Director of Instruction

Strategy 2 Details
Strategy 2: Improving Social Media Presence: We will post at least once weekly to our Virtual Pathways facebook, instagram, and X accounts to reach as many stakeholders as possible sharing good things happening at Virtual Pathways **Strategy's Expected Result/Impact:** Increased knowledge about our program and the positive impact **Staff Responsible for Monitoring:** Director, Director of Instruction

Memo

To: CFISD Board of Trustees

From: Tonya Goree, Ed.D.

cc: Douglas Killian, Ph.D.

Date: October 30, 2026

Re: Local Improvement Plans

The High-Level Analogy

A campus can receive a strong overall state letter grade (like an 'A' or 'B') because the overall average is high, but averages can hide gaps. Targeted Support and Additional Targeted Support serve as the federal government's smoke alarm, alerting us when a specific group of students consistently misses performance benchmarks, even if the rest of the school is succeeding.

Why Is This Federally Required?

The Law: Under the federal Every Student Succeeds Act (ESSA), every state accountability system must disaggregate data by student groups (e.g., Special Education, Emergent Bilingual, Economically Disadvantaged, and racial/ethnic groups).

The Purpose: Federal policy mandates that states cannot allow schools to mask the underperformance of vulnerable student populations behind broad schoolwide averages.

The Texas Tool: Texas satisfies this federal mandate through Domain 3: Closing the Gaps.

What Does Each Label Mean?

Support Level	**TEA Technical Trigger**
Targeted Support & Improvement	A single student group misses targets in the same 3 or more indicators for 3 consecutive years. *(Scoring 0 or 1 on the 0–4 scale counts as missing.)*

Support Level	TEA Technical Trigger
Additional Targeted Support	A campus meets TSI criteria, and that triggering student group's Closing the Gaps score falls at or below the bottom 5% of all schools statewide.

What Are the Implications?

Both identifications require the district to develop a local improvement plan, obtain Board approval, oversee its execution, and keep the documentation on file locally for TEA review upon request.

How Does a Campus Exit Targeted or Additional Targeted Support?

Exiting these labels requires demonstrating measurable, sustained progress in subsequent rating cycles:

- To exit Targeted Support: The student group must break the 3-year streak of missed targets by earning at least 2 points (expected growth) or 3 to 4 points (meeting interim or long-term goals) on those previously missed indicators.

- To fully exit Additional Targeted Support: The group must score above the bottom 5% cut point and no longer meet TSI criteria.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Campbell Middle School

Principal Name: Rashad Godbolt

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning, internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.4: Instructional planning supports

Closing the Gaps Student Performance Goals

African American: Math Meets or Higher: 32%, Math Growth: 62%, Student Success: 37 (component score)
Hispanic: Math Meets or Higher: 39%, Math Growth: 64%, Student Success: 41 (component score)
Two or More Races: RLA Meets or Higher: 56%, Math Meets or Higher: 56%, Math Growth: 71%, Student Success: 55 (component score)
EB (Current and Monitored): Math Meets or Higher: 36%, Math Growth: 62%, Student Success: 37 (component score)
Continuously Enrolled: Math Meets or Higher: 49%, Math Growth: 67%, Student Success: 48 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of core content PLC teams will complete foundational training and implement the 3-day planning cycle protocol (Day 1: TEKS Deconstruction, Day 2: Raising Instructional Rigor, Day 3: Lesson Modeling) with campus leadership support, establishing a baseline planning fidelity score of at least 75% across weekly observation cycles.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Day 1 (TEKS Deconstruction): PLC teams unpack readiness & supporting standards, defining student mastery expectations, key vocabulary, and prerequisite skills.	Weekly Planning Agenda/Highly Effective Planning Rubric/Teacher Clarity Playbook	October 1 to November 13, 2026	Teachers, Instructional Coaches, Director of Instruction	Weekly leadership attendance in PLCs, weekly walkthroughs evaluating baseline fidelity using the HE Common Planning Rubric and reviewing lesson plans.	Principal
Day 2 (Instructional Rigor): Conduct peer/coach lesson rehearsals, practicing delivery and receiving real-time feedback prior to classroom delivery.	Weekly Planning Agenda/ 50 Strategies of Cognitive Engagement/Rigor Rubric/Bloom's Chart/DOK chart/Highly Effective Planning Rubric	October 1 to November 13, 2026	Teachers, Instructional Coaches, Director of Instruction	Weekly leadership attendance in PLCs, weekly walkthroughs evaluating baseline fidelity using the HE Common Planning Rubric and reviewing lesson plans.	Principal
Day 3 (Lesson Modeling): Conduct peer/coach lesson rehearsals, practicing delivery and receiving real-time feedback prior to classroom delivery.	Lesson plans, district planning frameworks/Highly Effective Planning Rubric	October 1 to November 13, 2026	Teachers, Instructional Coaches, Campus Administrators	Weekly leadership attendance in PLCs, weekly walkthroughs evaluating baseline fidelity using the HE Common Planning Rubric and reviewing lesson plans.	Campus Leadership

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of core content PLC teams will execute the 3-day planning cycle with at least 85% implementation fidelity, resulting in at least 80% of classroom walkthroughs demonstrating grade-level rigor, while achieving a minimum 10 percentage point increase in student proficiency on district MOY interim assessments toward Closing the Gaps targets.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Curriculum Internalization: Refine the 3-Day Planning Cycle using BOY and current data with growth trackers to address student learning gaps and embed targeted small-group intervention.	Planning Agendas, lesson plans, coaching cycle forms.	November 16 - February 26	Teachers, Instructional Coaches, Director of Instruction	Weekly walkthroughs focused on lesson rigor and small groups. Compare assessment data to track progress toward Closing the Gaps goals.	Principal/Campus Leadership
Rigor Verification: Review student artifacts during PLC. Create small-group intervention rosters and individualized student learning plans based on data.	Planning Agendas	November 16 - February 26	Teachers, Instructional Coaches, Director of Instruction	Weekly leadership attendance in PLCs.	Principal/Campus Leadership
Targeted Coaching: Campus leaders deliver actionable feedback for instructional delivery during Day 3 rehearsals.	Instructional Delivery Feedback form	November 16 - February 26	Teachers, Instructional Coaches, Campus Leaders	Weekly leadership attendance in PLCs completing weekly feedback forms.	Principal/Campus Leadership

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of core content PLC teams will maintain 95%+ fidelity in independent execution of the 3-day planning cycle, with 90%+ of classroom walkthroughs confirming rigorous instruction, directly driving student performance on STAAR/EOY assessments to meet or exceed Closing the Gaps targets.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
PLC teams independently navigate TEKS deconstruction, rigor alignment, and lesson modeling with ongoing coaching.	Lesson plans, planning agendas, Instructional Delivery Feedback Forms, Coaching Cycle Forms	March 1 - May 21	Teachers, Instructional Coaches, Campus Leaders	Weekly leadership attendance in PLCs and Coaching Cycle discussions in weekly instructional meetings. Weekly walkthroughs evaluating baseline fidelity using the HE Common Planning Rubric and reviewing lesson plans.	Principal/Campus Leadership
Monitor assessments to adjust small-group intervention for targeted student groups.	Data trackers and Small group rosters	March 1 - May 21	Teachers, Instructional Coaches, Campus Leaders	Weekly spot-check walkthroughs evaluating small-group instruction and student engagement (WeClimb data). Weekly checks of small group rosters in growth trackers.	Principal/Campus Leadership

District Monitoring Plan

District Monitoring Plan: Campbell will be monitored through the CFISD Priority Schools process.

Additional actions the district will take if the plan is not successfully implemented: Hold bi-weekly meetings with the principal and the director of instruction, curriculum content coordinators, and the secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Cook Middle School

Principal Name: Daniele Sebastian

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning, internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.3: Data-driven Instruction, Assessment Reflection, and Targeted Supports: Campus utilizes data to support all learners.

Key Practice 5.3.2: Data-driven instruction, assessment reflection, and targeted supports

Closing the Gaps Student Performance Goals

EB (Current & Monitored): Math Meets or higher 36%, Math Growth: 62%, Student Success 37 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 16th, 2026, 100% of math and math lab teachers will be able to identify their EB students. They will have be trained on the use of WeClimb feedback to adjust small-group instruction practices, and they will be provided with a weekly small-group intervention tracker for EB students.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct staff training on the use of WeClimb as a coaching tool and feedback mechanism.	WeClimb data	October 1, 2026 - November 16, 2026	Campus Administrators	WeClimb mini-trainings will be conducted at monthly staff meetings.	Principal
Conduct a training session using the updated EB rosters for all math and math lab teachers, highlighting language proficiency levels (TELPAS scores).	2026 TELPAS scores, class rosters	October 1, 2026 - November 16, 2026	Campus Administrators	During a mini-accountability PD, math teachers will confirm receipt, highlight their specific EB students, and review their previous TELPAS scores.	Principal
Conduct a training using updated EB rosters for all math and math lab teachers, emphasizing historical math performance data, analyzing possible misconceptions, identifying root causes, and planning targeted instructional responses through small-group instruction.	Historical STAAR data, class rosters, lesson plans	October 1, 2026 - November 16, 2026	Campus Administrators	During a mini-accountability PD, math teachers will analyze historical performance and misconception data.	Principal
Conduct WeClimb calibration sessions at least once a month with all observers.	WeClimb data, lesson plans	October 1, 2026 - November 16, 2026	WeClimb observation team	Monthly structured WeClimb calibrations, including tandem walks and data analysis.	Principal, Director of Instruction
Conduct designated WeClimb walkthroughs per the district schedule.	WeClimb data	October 1, 2026 - November 16, 2026	Campus Administrators	Weekly WeClimb check-ins with mid-week reminders for completion will be conducted.	Director of Instruction, Principal

Establish a unified math tracking system for teachers to log weekly small-group interventions.	Class rosters, assessment data, Google sheets for tracking	October 1, 2026 - November 16, 2026	Campus Administrators	During a mini-accountability PD, math teachers will be trained on the use of the small-group trackers.	Academic Achievement Specialist
MOY (Mid November- February)					
SMART Goal: By February 26th, 2027, 100% of math and math lab teachers will analyze WeClimb walkthrough data, small-group implementation data, and student performance data during planning to adapt small-group instruction, resulting in at least 80% of observed classrooms demonstrating consistent fidelity to weekly small-group instruction and a 7% increase in student mastery on mid-year assessments.					
Action	**Artifacts**	**Time frame**	**Person(s) Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**
Collaborate with district EB coaches to observe classroom instruction and the use of targeted small-group instruction and provide feedback on any needed training.	WeClimb data, lesson plans	November 19, 2026 - February 26, 2027	Math CCIS, DI, Principal	Weekly walkthrough data and lesson plan review.	Director of Instruction, Principal
Review WeClimb feedback alongside student performance data to identify misconceptions and specific gaps in Tier-1 small-group instruction and provide coaching support including modeling.	WeClimb Data, lesson plans, individual student tracker, student performance data (common assessments, DPM)	November 19, 2026 - February 26, 2027	CCIS, AAS, DI, Principal	Review student performance data at each common assessment and DPM alongside WeClimb data.	Director of Instruction, Principal
Conduct WeClimb calibration sessions at least once a month with all observers.	WeClimb data, lesson plans	November 19, 2026 - February 26, 2027	WeClimb observation team	Monthly structured WeClimb calibrations, including tandem walks and data analysis.	Principal, Director of Instruction
EOY (March- May)					
SMART Goal: By May 21st, 2027, 100% of math and math lab teachers will use WeClimb walkthrough data to refine small-group interventions and maintain weekly small-group intervention trackers for their EB students, resulting in 90% of observed classrooms demonstrating consistent fidelity to weekly small-group instruction and a 10% increase in student mastery on End-of-Year assessments.					
Action	**Artifacts**	**Time frame**	**Person(s) Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**
Execute weekly WeClimb walkthroughs specifically targeting small-group instruction and student engagement.	WeClimb Data, lesson Plans including small-group instruction, individual teacher small-group student tracker	March 1, 2027 - May 21, 2027	CCIS, AAS, DI, Principal	Weekly walkthrough data and lesson plan review.	Director of Instruction, Principal
Conduct WeClimb calibration sessions at least once a month with all observers.	WeClimb data, lesson plans	March 1, 2027 - May 21, 2027	WeClimb observation team	Monthly structured WeClimb calibrations, including tandem walks and data analysis.	Principal, Director of Instruction
Meet with the instructional leadership team and grade-level content teams to review WeClimb small-group trends and provide actionable feedback.	WeClimb Data, Lesson plans including small-group instruction, individual teacher small-group student tracker	March 1, 2027 - May 21, 2027	CCIS, AAS, DI, Principal	Monthly analysis of WeClimb data, disaggregated student performance data, and small-group tracker implementation.	Director of Instruction, Principal
Refine small-group instruction based on student performance data, including misconception analysis and WeClimb evidence-based feedback.	WeClimb data, lesson plans, student performance data	March 1, 2027 - May 21, 2027	CCIS, AAS, DI, Principal	Weekly walkthrough data, small-group tracker data, and lesson plan review.	Director of Instruction, Principal
District Monitoring Plan					

District Monitoring Plan: Curriculum staff will review plan implementation during campus visits and review student data after each local assessment.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with Principal and Director of Instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Dean Middle School

Principal Name: Michael George

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning, internalized observation, feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.4: Instructional planning supports

Closing the Gaps Student Performance Goals

White: RLA Meets or Higher: 59%, Math Meets or Higher: 61%, Student Success: 58 (component score)
Emerging Bilingual: RLA Meets or Higher: 36%, Math Growth: 62%, Student Success: 37 (component score)
Continuously Enrolled: Math Meets or Higher: 49%, Math Growth: 67%, Student Success: 48 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: 100% of core content teams will complete at least one documented Dean backward design planning cycle for each upcoming unit. Each cycle will include TEKS deconstruction, analysis of the unit assessment, a unit calendar, and a review of district provided activities for alignment. In a review of planning records, at least 80% of sampled units will show these four components and identify where structured student discourse and checks for understanding will occur.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
CCISs prepare each unit's TEKS, assessment analysis, and district materials before the team planning day.	Dean planning guide, TEKS, unit assessments, district materials	October 1 to November 16, 2026	CCIS	CCISs prepare before planning; DI reviews preparation and planning agendas monthly.	Principal and Director of Instruction
Teams complete the backward design cycle and record instructional decisions in a shared planning guide.	Annotated TEKS, assessment analysis, unit calendar, planning notes	October 1 to November 16, 2026	Core content teachers and CCISs	Review a sample of completed unit plans against the four required components each month.	CCISs and Director of Instruction
Teams identify the student task, a planned discourse opportunity, and a check for understanding in upcoming lessons.	Lesson slides and planning guide	October 1 to November 16, 2026	Core content teachers	Sample lesson plans weekly and compare planned practices with classroom visit trends.	CCISs and campus administrators

MOY (Mid November- February)

SMART Goal: At least 100% of sampled core content unit plans will show alignment among the TEKS, unit assessment, learning activities, and checks for understanding. At least 80% of sampled lesson plans will include a purposeful student discourse prompt and a planned response to likely misconceptions, including when a TEKS targeted small group will be used. Teams will review student work or common assessment results at least once per unit and document one resulting instructional adjustment.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Use a brief alignment check during planning: What does the TEK require? What must students do on the assessment? Does the task prepare them to do that work?	Annotated TEKS, assessment items, vetted tasks	November 19, 2026 to February 26, 2027	Core content teachers and CCISs	Sample unit plans monthly for alignment among the TEKS, assessment, activities, and checks for understanding.	Principal and Director of Instruction
Plan the "how" of lesson delivery, including teacher modeling, independent work, structured discourse, checks for understanding, and small group triggers.	Planning guide, lesson slides, supplemental aids	November 19, 2026 to February 26, 2027	Core content teachers, facilitated by CCISs	Review sampled lesson plans and classroom visit trends during weekly planning.	CCISs and campus administrators
Bring student work or common assessment results back to planning and record the next instructional move.	Student work, assessment results, planning notes	November 19, 2026 to February 26, 2027	Core content teachers	Check planning notes for the identified need, instructional adjustment, and evidence that the adjustment was carried into subsequent lessons.	CCISs

EOY (March- May)

SMART Goal: At least 100% of sampled core content unit plans will demonstrate alignment among the TEKS, assessment, tasks, and checks for understanding. At least 80% of sampled lessons will include planned structured student discourse and a documented approach for responding to student needs through reteaching or TEKS targeted small group instruction. For each completed unit, core content teams will review student work or assessment results, document an instructional adjustment, and check its effect on the next common assessment or student work sample.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Continue the backward design cycle for remaining units, using prior student results to anticipate gaps.	Unit plans, TEKS and assessment analyses, student work	March 1 to May 21, 2027	Core content teachers and CCISs	Review sampled unit plans monthly for alignment and evidence that prior results informed planning.	Principal and Director of Instruction
Review unit results, identify which students need another approach, and document whether the adjustment improved learning.	Common assessment results, student work samples, planning notes	March 1 to May 21, 2027	Core content teachers	Review each team's documented adjustment and a subsequent student work sample or assessment result.	CCISs and Director of Instruction

District Monitoring Plan

District Monitoring Plan: Curriculum staff will review plan implementation during campus visits and review student data after each local assessment.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with Principal and Director of Instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Emery Elementary

Principal: Dr. Michelle Merricks

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and feedback

Closing the Gaps Student Performance Goals

Two or More Races: RLA Meets or Higher: 55%, Math Meets or Higher: 55%, Student Success: 55 (component score), higher than 56 Closing the Gaps scale score

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By Nov. 20, 2026, 100% of our administrators will use observation data to tier teachers and implement monthly coaching cycles that provide targeted feedback and support based on identified instructional needs.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct designated We Climb walkthroughs according to tiered schedule.	We Climb Weekly Schedule	Oct. 1, 2026-Nov. 20, 2026	Campus Instructional Team	Review at ILT and discuss coaching cycles	Principal
Attend content/grade-level weekly planning to deliver guidance and action-step feedback specifically related to weekly/monthly instructional focus areas.	WeClimb Data	Oct. 1, 2026-Nov. 20, 2026	Campus Instructional Team	Review trends in WEClimb Data and Instructional Focus Areas	Campus Instructional Team
Analyze We Climb data during weekly instructional leadership team meetings to inform monthly coaching strategies and enhance teacher capacity.	WeClimb Data Review at Monthly Staff Celebrations	Oct. 1, 2026-Nov. 20, 2026	Campus Instructional Team	ILT Agenda Discussion	Campus Instructional Team

MOY (Mid November- February)

SMART Goal: By Feb. 26, 2027, 100% of teachers will consistently execute targeted high-yield questioning strategies to elevate instructional rigor and drive active student engagement.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Conduct systematic checks of monitoring notebook to evaluate students' progress.	Monitoring notebooks Monitoring Notebook check Spreadsheet	Nov. 30, 2026-Feb. 26, 2027	Teachers	Monitoring Notebook Checklist/Schedule	Campus Instructional Team
Design and deliver targeted professional development on research-based, high-yield questioning strategies across all content areas and grade levels based on observation and feedback.	WeClimb Data, Seeds of Learning Saturdays PD	Nov. 30, 2026-Feb. 26, 2027	Campus Instructional Team Teachers	Observation of High Yield Strategies and Questions in We Climb data	Campus Instructional Team
Conduct routine instructional walkthroughs to monitor and support the implementation of high yield questioning and active student engagement strategies.	Annotated Teacher Notes Student Notebooks/Work Samples We Climb Data	Nov. 30, 2026-Feb. 26, 2027	Campus Instructional Team	Weekly walk-through data Agenda Topic in Leadership and Teacher planning meetings	Campus Instructional Team
Provide feedback to enhance daily lesson plans, annotating key questions and incorporating targeted engagement activities.	WeClimb Data Lesson Plans	Nov. 30, 2026-Feb. 26, 2027	Teachers	Weekly review of lesson plans	Campus Instructional Team

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of teachers will analyze district assessment data to refine small-group instruction plans, resulting in at least 80% of observed classrooms delivering data-driven small-group instruction with fidelity.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Based on observations and feedback, train and model best practices for high-impact small-group instruction.	WeClimb Data Seeds of Learning Saturday	March 1, 2027- May 21, 2027	Instructional Specialists	Seeds of Learning Saturday	Campus Instructional Team
Perform classroom walkthroughs to ensure small group instruction is being implemented effectively and with fidelity.	WeClimb Data	March 1, 2027- May 21, 2027	Campus Instructional Team	WeClimb Walks	Campus Instructional Team

District Monitoring Plan

BOY District Monitoring Plan: Emery will be monitored through the CFISD Monitor Schools process.

BOY additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Emmott Elementary

Principal Name: Carrie Austin

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and feedback

Closing the Gaps Student Performance Goals

African-American: Math Achievement Meets or Higher: 33%, Math Growth Meets or Higher: 61%, Student Success: 36 (component score)
Continuously Enrolled: Math Achievement Meets or Higher: 51%, Math Growth Meets or Higher: 70%, Student Success: 48 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 16, 2026, 100% of Campus Instructional Leadership Team members will use observation data to tier teachers and implement monthly coaching cycles that provide targeted feedback and support based on identified instructional needs.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Use September We Climb data to tier teachers and develop and implement a monthly coaching plan that includes consistent feedback based on tiered level	Google Spreadsheet WeClimb Data High Yield Instructional Strategies	October 1 to November 16, 2026	Campus Administrators	ILT Action Item and review of Coaching Cycle Plan and logs	Principal
Attend content/grade-level weekly planning to deliver guidance and action-step feedback specifically related to weekly/monthly instructional focus areas.	WeClimb data ILT Agenda	October 1 to November 16, 2026	Campus Administrators	Planning agendas will include time to review Instructional Focus areas and WeClimb data.	Principal, Assistant Principals, Instructional Specialists, Teachers
The instructional leadership team will begin participating in a *Leveraging Leadership 2.0* book study and implement and apply research based instructional leadership practices	Leveraging Leadership 2.0	October 1 to November 16, 2026	Campus Administrators	Assigned book study readings and chapter discussion plan	Principal
Review We Climb walkthrough trends during weekly instructional leadership team meetings and discuss monthly coaching strategies to build teacher capacity	WeClimb data Get Better Faster 3.0	October 1 to November 16, 2026	Campus Administrators	ILT Action Item on the agenda	Principal, Assistant Principals, Instructional Specialists

MOY (Mid November- February)					
SMART Goal: By February 26, 2027, 100% of teachers will implement intentional student engagement instructional strategies, resulting in at least 80% of observed classrooms demonstrating consistent fidelity in implementing research based instructional strategies to improve student engagement.					
Action	**Artifacts**	**Time frame**	**Person Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**
Conduct training and provide modeling of effective instructional strategies and questioning proven to engage students across content areas and grade levels	WeClimb data, pdf copy of training materials	November 19, 2026 to February 26, 2027	Instructional Specialists	Observation of Scheduled Training during a planning period or Staff Meeting	Principal, Assistant Principals, Instructional Specialists
Embed opportunities to implement student engagement strategies and high yield questioning (rigor) into teacher instruction	Annotated Teacher Notes Slide Deck w/ Evidence of engagement (i.e., Turn and Talk icons and sentence stems)	November 19, 2026 to February 26, 2027	Teachers	Planning agenda item to discuss where and how to implement practices. Observation of High Yield Strategies and Questions in We Climb data	Principal, Assistant Principals, Instructional Specialists
Conduct follow-up walkthroughs to monitor implementation of high yield questioning and student engagement strategies in instruction with fidelity.	Slide Decks Annotated Teacher Notes Student Notebooks/Work Samples WeClimb Data	November 19, 2026 to February 26, 2027	Campus Administrators	Weekly walk through data Agenda Topic in Leadership and Teacher planning meetings	Principal, Assistant Principals, Instructional Specialists
Actively participate in coaching conversations related to improving student outcomes through increased student engagement and the implemtation of high yielding instructional practices	Coaching Logs of Campus Administrators and Specialists	November 19, 2026 to February 26, 2027	Teachers	Based on teaching tier, teachers will attend regular coaching meetings which will be documented in coaching logs	Principal, Assistant Principals, Instructional Specialists, Behavior Specialists
EOY (March- May)					
SMART Goal: By May 21, 2027, 100% of teachers will analyze district assessment data and adapt a small group instruction plan, resulting in at least 80% of observed classrooms demonstrating consistent fidelity in implementing data responsive small group instruction.					
Action	**Artifacts**	**Time frame**	**Person Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**
Conduct training and provide modeling of effective small group instruction and student tracking in Monitor notebooks for each content area and grade level	WeClimb data, small group tracker in monitoring notebooks	March 1 to May 21, 2027	Instructional Specialists	Observation of Scheduled Training during a planning period or Staff Meeting	Principal, Assistant Principals, Instructional Specialists
Review and implement data tracking logs and data analysis system for formative and formal assessment data	Data Analysis Forms Monitoring Notebooks	March 1 to May 21, 2027	Teachers	Completion prior to data dig meetings and twice monthly review of monitoring notebooks	Principal, Assistant Principals, Instructional Specialists
Conduct follow-up walkthroughs to monitor implementation of small group instruction with fidelity.	Closing the Gap Monitor logs Monitoring Notebooks We Climb Data	March 1 to May 21, 2027	Campus Administrators	Weekly walkthrough data	Principal, Assistant Principals, Instructional Specialists

Actively participate in vertical team alignment meetings to better understand the progression of learning and to identify performance trends in supporting TEKS from previous and concurrent grade levels	Vertical Team Agenda	March 1 to May 21, 2027	Teachers	Review weekly planning meeting agendas and notes, and discuss vertical alignment	Principal, Assistant Principals, Instructional Specialists

District Monitoring Plan

District Monitoring Plan: Emmott will be monitored through the CFISD Monitor Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Fiest Elementary

Principal Name: Jeanette Gerault

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and Feedback

Closing the Gaps Student Performance Goals

Special Education: RLA Meets or Higher: 26%, Math Meets or Higher: 29%, Academic Growth Math: 58%

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of campus administrators will conduct weekly district-aligned "WeClimb" walkthroughs and provide targeted content and grade-specific feedback to teachers during weekly planning.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct weekly WeClimb walkthroughs per our campus created schedule	WeClimb Website Personal Devices	August 31, 2026- November 13, 2026	Campus Administrators	Campus administrators will schedule their weekly WeClimbs on their weekly calendars	Principal
Campus administrators will attend weekly content/grade-level planning to discuss WeClimb trends and give actionable steps	WeClimb Data Instructional Strategy Resources	August 31, 2026- November 13, 2026	Campus Administrators	Instructional Specialists will include time in their weekly agendas to discucss WeClimb data, trends, and actionable steps	Instructional Specialists
Review WeClimb data and implement actionable steps given during content/grade-level planning	WeClimb Data Instructional Strategy Resources	August 31, 2026- November 13, 2026	Teachers	Planning notes taken by teachers and follow-up emails from Instructional Specialists	Principal Assistant Principals Instructional Specialists

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of teachers will analyze weekly WeClimb walkthrough data during planning to adapt lesson execution, resulting in at least 80% of classrooms consistently demonstrating high student engagement and a supportive classroom environment aligned with WeClimb practices.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Annotate daily lesson plans, annotate questioning, and add specific engagement activities	WeClimb Data Teacher Notes Lesson Plans	November 19, 2026 - February 26, 2027	Teachers	Weekly review of lesson plans and teacher notes	Campus Adminsitrators
Adjust daily instruction based on WeClimb data and feedback	WeClimb Data Campus Administrator Feedback Weekly Lesson Plans	November 19, 2026 - February 26, 2027	Teachers	Weekly review of submitted lesson plans Review of WeClimb data	Campus Administrators
Conduct follow-up WeClimbs to monitor implementation of feedback	WeClimb Data	November 19, 2026 - February 26, 2027	Campus Administrators	WeClimb Data Analyze WeClimb Data	Campus Adminstrators
Analyze middle of year data and calculate growth	PK Circle K-2nd Reading and Math MAP 3rd-5th Reading and Math STAAR 5th Science STAAR	November 19, 2026 - February 26, 2027	Teachers Campus Administrators	Analyze MOY data Determine % of growth	Campus Adminstrators
Analyze WeClimb feedback and student data during planning to target gaps in Tier 1 small-group instruction and student understanding.	WeClimb Data Teacher Notes Lesson Plans Student Data	November 19, 2026 - February 26, 2027	Teachers	WeClimb Data Weekly review of submitted lesson plans Student Data	Campus Adminstrators

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of teachers will use WeClimb and assessment data to differentiate small-group instruction, resulting in 90% of small groups demonstrating full student engagement.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Independently analyze WeClimb feedback and student data during planning to target gaps in Tier 1 small-group instruction and student understanding.	WeClimb Data Teacher Notes Lesson Plans Student Data	March 1 to May 21, 2027	Teachers	WeClimb Data Weekly review of submitted lesson plans Student Data	Campus Adminstrators

District Monitoring Plan

District Monitoring Plan: Fiest will be monitored through the CFISD Monitor Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Hemmenway

Principal Name: Christal Hammond

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and Feedback

Closing the Gaps Student Performance Goals

White: RLA Meets or Higher: 59%, Math Meets or Higher: 60%, Student Success: 58 (component score)
Special Education: RLA Meets or Higher: 26%, Math Meets or Higher: 29%, Student Success: 23 (component score), higher than 56 Closing the Gaps scale score

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of campus instructional leadership team will complete weekly WeClimb walkthroughs following district guidelines and provide targeted content-area and grade-level feedback to teachers during weekly planning sessions.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct designated WeClimb walkthroughs according to tiered schedule.	iPad WeClimb website	October 1 to November 16, 2026	Campus Instructional Leadership Team	WeClimb Tracking spreadsheet will be monitored	Principal
Attend content/grade-level weekly planning to deliver trend from campus look-fors and action-step feedback.	WeClimb data specific to Look-Fors	October 1 to November 16, 2026	Campus Instructional Leadership Team	ILT agendas will include time for WeClimb data review.	Instructional Specialists & Administrators
Review WeClimb walkthrough trends during weekly admin meetings.	WeClimb data	October 1 to November 16, 2026	Campus Instructional Leadership Team	Notes on admin agendas for discussion topics	Instructional Specialists & Administrators
Annotate lesson plans with specific instructional adjustments.	WeClimb data and lesson plans	October 1 to November 16, 2026	Teachers	Weekly review of lesson plans	Instructional Specialists & Administrators

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of teachers will utilize data to plan targeted small group instruction.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Review WeClimb walkthrough trends during weekly planning.	WeClimb data	November 19, 2026 to February 26, 2027	Teachers	Planning notes identify discussion topics.	Instructional Specialists
Re-teach or adjust daily practice based on identified WeClimb indicators.	WeClimb data and lesson plans	November 19, 2026 to February 26, 2027	Teachers	Weekly walkthrough data and lesson plan review	Campus Administrators
Conduct follow-up walkthroughs to monitor implementation fidelity.	WeClimb data collection	November 19, 2026 to February 26, 2027	Campus Instructional Leadership Team	Weekly walkthrough data	Principal

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of teachers will implement targeted small group instruction differentiated based on student assessment and WeClimb data.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Execute weekly *WeClimb* walkthroughs specifically targeting small-group and differentiated instruction routines, logging real-time data on teacher grouping strategies, task alignment, and student engagement.	WeClimb Data Lesson plans including small groups	March 1 to May 21, 2027	Campus Instructional Leadership Team	Weekly walkthrough data and lesson plan review	Principal
Review weekly *WeClimb* feedback alongside student performance data in planning to identify specific gaps in Tier 1 small-group delivery and student understanding.	WeClimb Data Lesson plans including small groups Planning agendas and notes	March 1 to May 21, 2027	Teachers	Weekly walkthrough data and lesson plan review	Campus Administrators
Conduct data digs with comparison of all data points for student achievement - planning readiness, WeClimb feedback, monitoring notebook data, assessment tracking spreadsheets, transition data tables, to identify trends and areas of focus for professional development and student intervention	WeClimb data Monitoring Notebook check data Look For data Assessment Tracking data Transition Table data	March 1 to May 21, 2027	Campus Instructional Leadership Team	Data dig agenda and analysis documents	Instructional Specialists and Administrators

District Monitoring Plan

District Monitoring Plan: Hemmenway will be monitored through the CFISD Monitor Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Horne ES

Principal Name: Dr. Tracey Bennett

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and feedback

Closing the Gaps Student Performance Goals

African American: Math meets or higher: 33%, Math growth: 61%, Student Success: 36 (component score)
Continuously Enrolled: Math meets or higher: 51%, Math growth: 70%, Student Success: 48 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 18, 2026, 100% of the campus instructional leadership team will complete weekly We Climb walkthroughs following district guidelines and provide targeted, content-area and grade-level feedback to teachers during weekly planning sessions.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct tiered WeClimb walkthroughs specifically targeting small-group, differentiated instruction, objective & task alignment, productive struggle, and student engagement.	WeClimb Data	September 21, 2026 to November 16, 2026	Instructional Specialists, Testing Coordinator, AP's, Principal	Weekly ILT discussions evaluating look fors, and trends.	Principal
Administrators will attend weekly content/grade-level planning to discuss WeClimb trends and discuss actionable steps	WeClimb Data Instructional Strategy Resources	September 21, 2026 to November 13, 2026	Campus Administrators	Instructional Specialists will include time in their weekly agendas to discucss WeClimb data, trends, and actionable steps	Instructional Specialists

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of teachers will analyze weekly WeClimb walkthrough data during planning to adapt lesson execution, resulting in at least 80% of classrooms consistently demonstrating high student engagement and a supportive classroom environment aligned with WeClimb practices.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Conduct follow-up WeClimbs to monitor implementation of feedback	WeClimb Data	November 17, 2026 - February 26, 2027	Campus Administrators	WeClimb Data Analyze WeClimb Data	Campus Administrators
Conduct WeClimb walkthroughs with emphasis on student-centered learning and discourse.	WeClimb Data	November 17, 2026 - February 26, 2027	Campus Administrators	WeClimb Data Analyze WeClimb Data	Campus Administrators
Analyze Mid-Year assessment and student achievement data and calculate growth based on WeClimb feedback and lesson plans.	PK Circle K-2nd Reading and Math MAP 3rd-5th Reading and Math STAAR 5th Science STAAR	November 17, 2026 - February 26, 2027	Teachers Campus Administrators	Analyze MOY data Determine % of growth	Campus Administrators

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of teachers will use WeClimb and assessment data to differentiate small-group instruction, resulting in 90% of small groups demonstrating full student engagement.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Review WeClimb data in planning and develop differentiated lessons based on the WeClimb data.	WeClimb Data Lesson Plans Planning Agendas	March 1, 2027 - May 21, 2027	Teachers Instructional Specialists	WeClimb Data Reviewing Lesson Plans	Campus Administration

District Monitoring Plan

District Monitoring Plan: Horne will be monitored through the CFISD Monitor Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Jowell Elementary

Principal Name: Virginia Stout

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.1: Instructional Planning Supports

Closing the Gaps Student Performance Goals

Special Education: RLA Meets or Higher: 26%, Math Meets or Higher: 29%, RLA Growth: 50%, Math Growth: 58%, Student Success: 23 (component score), higher than 61 Closing the Gaps scale score

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of reading, math, and science teachers will use the campus system for differentiation of Tier 1 instruction for students who receive services through Special Education.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
The pre-planning document will be filled out weekly by teachers to show they have a complete understanding of lessons for the upcoming week of instruction. The document should be uploaded to the shared Google Drive folder by 8:05 on the day of their content planning (Tuesday or Wednesday, depending on the content).	extra duty pay	BOY until Mid-November	Instructional Specialists	Planning notes identify differentiation.	Instructional Specialists
ICS/Gen Ed Huddles will occur once a week from 8:05 AM - 8:20 AM to ensure students are able to receive differentiated support during instruction. The GenEd teacher and the provider of in class support will huddle to find out how best to support students over the next five days of instruction.	Sign-in sheets	BOY until Mid-November	Principal	Weekly collection of sign-in sheet.	Principal
Annotated Teacher Notes will be brought to planning each week with specific question stems prewritten/selected and exemplars completed.	paper	BOY until Mid-November	Instructional Specialists	Teachers bring annotated notes to plannir	Instructional Specialists
Accommodations Checklist will be located in every room where there are students who receive in class support to ensure teachers are tracking and overseeing the delivery of required accommodations.	paper, folder	BOY until Mid-November	Assistant Principals	Review360 Data	Elementary Special Education Supervisor

Curriculum Unpacking occurs once per nine weeks to give a broad overview of the instructional goals for the next nine weeks. Each unpacking also discusses how Tier 1 instruction can be adjusted for differentiated instruction.	substitutes	BOY until Mid-November	Principal	Review of Calendar Dates	Principal
Data Wall Meet Ups between the principal/assistant principals and the teachers before November 1st to help teachers understand the previous performance level of students and how they can group students for differentiated instruction.	n/a	BOY until Mid-November	Principal, AssistantPrincipals	Sign Up Sheets	Principal, AssistantPrincipals

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of reading, math, and science teachers will utilize DPM and Benchmark data to drive instructional planning of small groups.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Data Digs to review data and group students for small group remediation instruction/work with interventionists (math and reading only).	Data Dig Analysis Document, substitutes	November 13 - February 26	Principal, Assistant Principals, Instructional Specialists	Pre-planning document	Principal, Assistant Principals, Instructional Specialists
Teachers will build performance-based Closing the Gaps groups (3rd grade starting November 13th, 4th and 5th grade starting January 19th). For 3rd and 4th grade: students who are high performers will be pulled into Closing the Gaps groups twice a week; students who are striving performers will be pulled into Closing the Gaps groups three times a week. For 5th grade: students who are high performers will be pulled into Closing the Gaps at least once a week; students who are striving performers will be pulled into Closing the Gaps groups twice a week for reading and math and once a week for science. Teachers will design TEKS based remediation or extension lessons based on highly tested TEKS clusters as compared with individual student performance data from DPM 1, DPM 2, Spiral to Mastery (math), Independent Practices (math and reading), and quizzes (science).	Small Group Planning Calendar	November 13 - February 26	Principal, AssistantPrincipals	Every two weeks with data progress moni	Principal, AssistantPrincipals

EOY (March- May)

SMART Goal: By May 14, 2027, 100% of teachers will analyze data from students who receive Special Education Services to ascertain specific student performance levels and grouping needs for remedial or extension instruction.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Teachers will regularly provide small group instruction during Tier 1 instruction and closing the gap for students who receive services through special education.	Lesson Plans	March 1 - April 20	Teachers	Lesson Plans	Principal, Assistant Principals, Instructional Specialists

Teachers will ensure students are familiar with their individual testing accommodations and supports through strategically planned lessons.	Lesson Plans	March 1 - April 20	Teachers	Lesson Plans	Principal, Assistant Principals, Instructional Specialists
Teachers will compare student assessment data (DPM, Benchmark, Independent Practice, Quiz, Spiral to Mastery) from 2026-2027 against highly tested TEKS clusters to prioritize content covered during small group instruction.	Lesson Plans	March 1 - April 20	Teachers	Lesson Plans	Principal, Assistant Principals, Instructional Specialists

District Monitoring Plan

District Monitoring Plan: Jowell will be monitored through the CFISD Monitor Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Kahla Middle School

Principal Name: Joshua Carroll

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and Feedback

Closing the Gaps Student Performance Goals

Hispanic: Academic Achievement: 39%, Math Meets or Higher: 64%, Student Success: 41 (Component Score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By the end of October, 100% of core content teachers will participate in the Weekly Launch lesson modeling sessions to deepen their understanding of upcoming TEKS, collaborate on high-quality first-time instruction, and intentionally incorporate the Move of the Month into lesson delivery. Through WeClimb walkthrough data, we will establish a baseline and work toward at least 60% of teachers consistently demonstrating the Move of the Month instructional look-fors.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Refine the Weekly Launch system based on feedback from staff, establishing shared expectations for presenting upcoming weekly lesson plans during our modeling sessions.	Lesson Plans Portrait of a Kahla Classroom	September 1 to November 6, 2026	DI and Principal	Weekly rotation added to the calendars of the DI and principal to ensure all teams are visited.	DI and Principal
SMART Goal: By May 2027, 100% of core content teachers will consistently implement the designated instructional Moves of the Month in at least 80% of their WeClimb walkthroughs, as evidenced by leadership observations	WeClimb data Portrait of a Kahla Classroom	September 1 to November 6, 2026	DI and Principal Instructional Specialist	WeClimb Wednesdays added to the calendar of all instructional specialist and appraisers. Weekly rotations assigned to appraisers.	DI and Principal

MOY (Mid November- February)

SMART Goal: By January 2027, at least 80% of core content teachers will have earned their badges for successfully implementing the campus instructional or relational Move of the Month, as evidenced by weCLIMB walkthroughs. Additionally, 100% of teachers who have not yet earned their badges will receive a targeted coaching cycle focused on strengthening their instructional practices and successfully implementing the Move of the Month.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Use Weekly Launch sessions to intentionally address instructional needs identified through student performance data and WeClimb data. Teams will collaborate on targeted strategies to strengthen first-time instruction, differentiate learning, and address the specific needs of their students.	Lesson Plans Presentaions Slides	November 9, 2026 to February 26, 2027	Teachers	Weekly review of lesson plans and lesson presentations.	DI Instructional Specialist
Execute the campus growth system "Ready-Set-Grow" using MOY assessment data: Review data, identify teachers who have not shown growth in their achievement scores, engage those teachers in a targeted coaching cycle, celebrate growth or revisit next steps based on additional WeClimb data.	DPM Data WeClimb data	November 9, 2026 to February 26, 2027	Instructional Specialist	Bi-weekly review of coaching cycles and targeted support plans.	DI and Principal
Monthly Move PD sessions based on weClimb walkthrough data, focusing on observed campus-wide needs.	WeClimb data Professional Development Feedback	November 9, 2026 to February 26, 2027	DI Instructional Specialist	Review bi-weekly WeClimb data trends. Review PD surveys.	DI and Principal

EOY (March- May)

SMART Goal: By May 2027, 100% of core content teachers will consistently implement the designated instructional Moves of the Month in at least 80% of their weCLIMB walkthroughs, as evidenced by leadership observations and student learning evidence.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Transition Weekly Launch presentations toward evaluating how daily lessons address high-frequency TEKS and persistent skill gaps.	DPM Data Benchmark Data	March 1 to May 21, 2027	Teachers	Weekly review of lesson plans and lesson presentations.	DI Instructional Specialist
Based on WeClimb data, deliver targeted, short-burst coaching cycles for classrooms showing persistent implementation gaps during EOY walkthrough sweeps.	WeClimb Data Coaching Cycle Data	March 1 to May 21, 2027	Instructional Specialist	Bi-weekly review of coaching cycles and targeted support plans.	DI and Principal
Facilitate targeted PD modules on small-group intervention, test-item analysis, and effective review strategies based on late-spring WeClimb patterns.	WeClimb data Coaching Cycle Data Professional Development Feedback	March 1 to May 21, 2027	DI Instructional Specialist	Review bi-weekly WeClimb data trends. Review PD surveys.	DI and Principal

District Monitoring Plan

District Monitoring Plan: Curriculum staff will review plan implementation during campus visits and review student data after each local assessment.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Lamkin Elementary

Principal Name: Jill Brister

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and feedback

Closing the Gaps Student Performance Goals

Special Education: RLA Meets or Higher: 26%, Math Meets or Higher: 29%, Student Success: 23 (component score), higher than 56 Closing the Gaps scale score

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of campus administrators will conduct weekly district-aligned WeClimb walkthroughs and provide targeted content and grade-specific feedback to teachers during planning sessions.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct designated WeClimb walkthroughs per intentional campus tiered schedule.	Master Teacher/WeClimb Website	October 1 to November 16, 2026	Campus Administrators	Time for WeClimb walk-throughs will be prioritized each week and scheduled	Principal
Attend content/grade-level planning to deliver trend-level and action-step feedback.	WeClimb data	October 1 to November 16, 2026	Campus Administrators	Planning agendas will include time for WeClimb data review.	Instructional Specialists, Assistant Principals and Principal
Include in the notes section on WeClimb if teachers have completed the Lamkin ICS para daily targeted supports page and note observed use of documented plan	WeClimb data	October 19 to November 16, 2026	Campus Administrators	Time on LLT agenda to review data and use of daily targeted supports page.	Instructional Specialists, Assistant Principals and Principal
Training of teachers and paras who provide ICS.	Sign-in sheets, completed ICS targeted reports page	October 19 to November 16, 2026	Teachers, ICS Paras	Time on LLT agenda to review data and use of daily targeted supports page.	Principal

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of teachers will analyze WeClimb walkthrough data during planning to adapt lesson delivery, resulting in at least 80% of classrooms consistently demonstrating use of high-yield strategies aligned with WeClimb practices.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Adjust daily instruction based on WeClimb data and feedback	WeClimb Data and Lesson Plans	November 19, 2026 - February 26, 2027	Teachers	Review of WeClimb data	Instructional Specialists, Assistant Principals and Principal

Analyze middle of year student achievement data and calculate growth for students served through SPED	Mid Year Assessments	January to February 2027	Teachers Campus Administrators	Analyze MOY data Determine growth progress	Instructional Specialists, Assistant Principals and Principal
Analyze WeClimb feedback and student data during planning to target gaps in Tier 1 instruction and student understanding.	WeClimb Data Student Data	November 19, 2026 - February 26, 2027	Teachers	WeClimb Data Student Data	Instructional Specialists, Assistant Principals and Principal
Teachers and ICS Paras will utilize the ICS Targeted Supports Form with fidelity.	Completed ICS targeted reports page	November 19, 2026 - February 26, 2027	Teachers, ICS Paras	Time on LLT agenda to review data and use of daily targeted supports page.	Principal

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of teachers will use WeClimb and assessment data to differentiate small-group instruction and the ICS targeted supports document to provide intentional targeted supports resulting in 90% of WeClimb data reflecting use of high yield instructional strategies.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Meet with grade-level and content teams during planning to review WeClimb trends, provide bite-sized actionable feedback, and model differentiation practices.	WeClimb Data Planning agendas and notes	March 1 to May 21, 2027	Campus Administrators	WeClimb Data Planning Session Discussion	Instructional Specialists, Assistant Principals and Principal
Review weekly WeClimb feedback alongside student performance data in planning to identify specific gaps in Tier 1 small-group delivery and student understanding.	WeClimb Data Planning agendas and notes	March 1 to May 21, 2027	Teachers	WeClimb Data Planning Session Discussion	Instructional Specialists, Assistant Principals and Principal
Continue teacher and para use of the ICS Targeted Supports Form with fidelity.	Completed ICS targeted reports page	March 1 to May 21, 2027	Teachers, ICS Paras	Time on LLT agenda to review data and use of daily targeted supports page.	Principal

District Monitoring Plan

District Monitoring Plan: Lamkin will be monitored through the CFISD Priority Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: McFee Elementary

Principal Name: Sharon O. Whitfield

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.3: Data-driven Instruction, Assessment Reflection, and Targeted Supports: Campus utilizes data to support all learners.

Key Practice 5.3.2: Data-driven instruction, assessment reflection, and targeted supports

Closing the Gaps Student Performance Goals

Asian: RLA Meets or higher: 73%, Math Meets or higher: 82%, Student Success 72 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 18, 2026, 100% of the campus instructional leadership team will complete weekly We Climb walkthroughs following district guidelines and provide targeted, content-area and grade-level feedback to teachers during weekly planning sessions.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct tiered WeClimb walkthroughs specifically targeting small-group, differentiated instruction, objective & task alignment, productive struggle, and student engagement.	WeClimb Data	September 21, 2026 to November 16, 2026	Instructional Specialists, Testing Coordinator, APs, Principal	Weekly ILT discussions evaluating look fors, and trends.	Principal
Administrators will attend weekly content/grade-level planning to discuss WeClimb trends and give actionable steps.	WeClimb Data Instructional Strategy Resources	September 21, 2026 to November 13, 2026	Campus Administrators Teachers	Instructional Specialists will include time in their weekly agendas to discuss WeClimb data, trends, and actionable steps	Instructional Specialists
Annotate lesson plans and identify needs of subpops to differentiate instruction based on WeClimb data.	WeClimb Data Lesson Plans	September 21, 2026 to November 16, 2026	Teachers	Instructional Specialists will include time in their weekly agendas to discuss WeClimb data, trends, and actionable steps	Instructional Specialists

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of teachers will analyze weekly WeClimb walkthrough data during planning to adapt lesson execution, resulting in at least 80% of classrooms consistently demonstrating high student engagement and a supportive classroom environment aligned with WeClimb practices.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Conduct WeClimb walkthroughs with emphasis on student-centered learning and discourse.	WeClimb data	November 17, 2026 - February 26, 2027	Campus Administrators	WeClimb Data Analyze WeClimb Data	Principal
Use data from WeClimb to plan lessons that have a high level of student engagement.	WeClimb data	November 17, 2026 - February 26, 2027	Teachers	WeClimb Data Lesson Plans	Campus Administrators

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of teachers will use WeClimb and assessment data to differentiate small-group instruction, resulting in 90% of small groups demonstrating full student engagement.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Teachers use WeClimb data, with minimal administrator support, to differentiate small-group instruction.	WeClimb Data	March 1st, 2027 - May 21st, 2027	Teachers	Analyze WeClimb Data Lesson Plans	Campus Administrators
Conduct WeClimb walkthroughs to monitor differentiated small-group instruction and provide immediate feedback.	WeClimb Data	March 1st, 2027 - May 21st, 2027	Campus Administrators	WeClimb Data	Principal

District Monitoring Plan

District Monitoring Plan: McFee will be monitored through the CFISD Monitor Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Reed

Principal Name: Rodney Garcia

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and feedback

Closing the Gaps Student Performance Goals

Special Education: RLA Meets or Higher: 26%, Math Meets or Higher: 29%, Math Growth Meets or Higher: 58%

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, campus administrators will conduct WeClimbs, DPM data digs, data analysis, and student growth measurement with classroom teachers based on district assessments. We will follow district guidelines and provide targeted content-area and grade-level feedback to teachers during weekly planning sessions.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Instructional Specialists will conduct data digs, identifying SPED students and tracking their growth	District assessments, STM, grade level planning	October 1 to November 13, 2026	Campus Administrators	Student data and growth will be discussed at leadership meetings and data digs.	Principal, APs
Administrators will attend weekly content/grade-level planning to discuss WeClimb trends and give actionable steps	WeClimb Data, Observations	October 1 to November 13, 2026	Campus Administrators	Instructional Specialists will include time in their weekly agendas to discuss WeClimb data, trends, and actionable steps	Principal, APs, ISs

MOY (Mid November- February)

SMART Goal: By February 26, 2027, campus administrators will conduct WeClimbs and provide targeted feedback based on data analysis and student growth. We will follow district guidelines and provide targeted content-area and grade-level coaching for teachers. We will see a 5% increase in student mastery on mid-year assessments, including benchmark & campus assessments for grades 3-5.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Instructional Specialists will conduct data digs, identify SPED students and tracking their growth	District assessments, STM, grade level planning	November 14, 2026 to February 26, 2027	Campus Administrators	Student data and growth will be discussed at leadership meetings and data digs.	Principal, APs

Administrators will attend weekly content/grade-level planning to discuss WeClimb trends and give actionable steps to teachers	WeClimb Data Observations	November 14, 2026 to February 26, 2027	Campus Administrators	Instructional Specialists will include time in their weekly agendas to discuss WeClimb data, trends, and actionable steps	Principal, APs, ISs
Conduct follow-up WeClimbs to monitor implementation of feedback	WeClimb Data Observations	November 14, 2026 to February 26, 2027	Campus Administrators	Principal, APs, ISs	Principal, APs, ISs
Conduct WeClimb walkthroughs with emphasis on student-centered learning and discourse.	WeClimb Data, Observations	November 14, 2026 to February 26, 2027	Campus Administrators	Principal, APs, ISs	Principal, APs, ISs

EOY (March- May)

SMART Goal: By May 21, 2027, we will review district data and analyz student growth measurement on district and campus assessments. Administration will provide targeted content-area and grade-level coaching for teachers resulting in teacher capacity and academic gains.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Meet with grade-level and content teams during planning to review WeClimb, small-group patterns, and give actionable feedback to teachers.	WeClimb Data Lesson Plans Observations	March 1, 2027 - May 21, 2027	Principal, APs, ISs	WeClimb Data , Attend Plannings, Review Lesson Plans	Principal, APs

District Monitoring Plan

District Monitoring Plan: Reed will be monitored through the CFISD Priority Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Sheridan ES

Principal Name: Rene McIntyre

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity throughh job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment. (Tier 1 Instruction)

Key Practice 5.2.5: Observation and Feedback

Closing the Gaps Student Performance Goals

Special Education: RLA Meets or Higher: 26%, Math Meets or Higher: 29%, Student Success: 23 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 20, 2026, 100% of campus administrators will complete weekly WeClimb walk-throughhs following district guidelines and provide targeted content area feedback to teachers regarding Instructional delivery of lessons.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Conduct designated WeClimb walk-throughhs per district schedule.	WeClimb website	October 5th - November 20, 2026	Campus Administrators and Campus Instructional Coaches	Campus spreadsheet to monitor each Campus "Walker" broken down daily and by teacher.	Principal
Attend content/grade-level weekly planning to deliver trend-level and action-step feedback.	WeClimb data	October 5th to November 20, 2026	Campus Administrators	Planning agendas will include time for WeClimb data review.	Instructional Specialists

MOY (Mid November- February)

SMART Goal: By February 26, 2027, 100% of teachers will analyze weekly WeClimb walk-throughh data during planning to adapt lesson execution, resulting in at least 80% of observed classrooms demonstrating consistent fidelity to targeted WeClimb instructional practices.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Annotate lesson plans with specific instructional adjustments.	WeClimb data and lesson plans	November 30, 2026 to February 26, 2027	Teachers	Weekly review of lesson plans	Campus Administrators
Re-teach or adjust daily practice based on identified WeClimb indicators.	WeClimb data and lesson plans	November 30, 2026 to February 26, 2027	Teachers	Weekly walk-throughh data and lesson plan review	Campus Administrators

Conduct follow-up walk-throughhs to monitor implementation fidelity.	WeClimb data collection	November 30, 2026 to February 26, 2027	Campus Administrators	Weekly walk-throughh data	Principal
Highlight and share exemplar adjustments across grade-level teams.	WeClimb data exemplars	November 30, 2026 to February 26, 2027	Campus Administrators	Weekly planning meeting agenda and note review	Principal

EOY (March- May)

SMART Goal: By May 21, 2027, 100% of core content teachers will utilize WeClimb walk-throughh data to refine Tier I intstruction and differentiated instruction routines, resulting in 85% of observed instruction will be demonstrating full fidelity to district instructional models as measured by administrative WeClimb logs.

Action	Artifacts	Time frame	Person Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Execute weekly *WeClimb* walk-throughhs specifically targeting small-group and differentiated instruction routines, logging real-time data on teacher grouping strategies, task alignment, and student engagement.	WeClimb Data Lesson plans including small groups	March 1 to May 21, 2027	Campus Administrators	Weekly walk-throughh data and lesson plan review	Principal
Meet with grade-level and content teams during planning to review *WeClimb* small-group trends, provide bite-sized actionable feedback, and model high-leverage differentiation practices.	WeClimb Data Lesson plans including small groups Planning agendas and notes	March 1 to May 21, 2027	Campus Administrators	Weekly walk-throughh data and lesson plan review	Principal
Review weekly *WeClimb* feedback alongside student performance data in planning to identify specific gaps in Tier 1 small-group delivery and student understanding.	WeClimb Data Lesson plans including small groups Planning agendas and notes	March 1 to May 21, 2027	Teachers	Weekly walk-throughh data and lesson plan review	Campus Administrators
Modify small-group lesson plans based on *WeClimb* recommendations and deliver targeted, fluid small-group instruction during daily classroom routines.	WeClimb Data Lesson plans including small groups Planning agendas and notes	March 1 to May 21, 2027	Teachers	Weekly walk-throughh data and lesson plan review	Campus Administrators

District Monitoring Plan

District Monitoring Plan: Curriculum staff will review plan implementation during campus visits and review student data after each local assessment.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Thornton Middle School

Principal Name: Reginal Mitchell

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.5: Observation and feedback

Closing the Gaps Student Performance Goals

African American: Math Meets or Higher 32%, Math Growth 62%, Student Success 37 (component score)
Hispanic: Math Meets or Higher 39%, Math Growth 64%, Student Success 41 (component score)
Continuously Enrolled: Math Meets or Higher 49%, Math Growth 67%, Student Success 48 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of mathematics teachers will identify and monitor their African American, Hispanic, and Continuously Enrolled students, use WeClimb feedback and student data to intentionally adjust and strengthen Tier I instruction and tutorials, and actively participate in coaching cycles to improve instructional practices and accelerate student achievement.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Principal will meet individually with Math Teachers BOY, MOY, & EOY to review data and set goals for Meets & Masters.	Previously released STAAR for three years	October 1 to November 16, 2026	Principal/DI/Math CCIS	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs;Teachers will visit with each student to set, review, and reflect on goals at least 4-5 times in a school year.	Principal
Math Teachers will use data (WeClimb/Formative assessments, and student performance data) to make adjustments to Tier I Instruction, targeted small group, and tutorials	WeClimb Website	October 1 to November 16, 2026	Campus Administrators & CCIS	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs;	Principal
CCIS will support identified Math teachers in a coaching cycle focused on at least one identified instructional priority. (targeted groups, higher level questioning, student discourse, and application of skills.)	WeClimb Data/Formative Assessments Jodi White	October 1 to November 16, 2026	Math CCIS/Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs; Coaching Cycles	Principal & Director of Instruction

Instructional Leaders will conduct weekly monitoring of student data and instructional implementation to determine whether adjustments are improving student engagement, mastery, and performance for the three identified student groups.	STAAR Data/Goal Sheets/other assessment data	October 1 to November 16, 2026	Math CCIS/Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs; Coaching Cycles	Director of Instruction, Academic Achievement Specialist & Math CCIS
MOY (Mid November- February)					
SMART Goal: By February 26th, 2027, 100% of mathematics teachers will consistently use student performance data, WeClimb feedback, and progress-monitoring data to identify and respond to the instructional needs of African American, Hispanic, and Continuously Enrolled students. Teachers will strengthen Tier I instruction, targeted small-group instruction, and tutorials through ongoing coaching cycles, and evidence of instructional adjustments.					
Action	**Artifacts**	**Time frame**	**Person(s) Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**
Teachers will with meet with students before/after assessments to set goals and then reflect on their resluts/outcomes. Teachers will generate reflective conversations with students to understand the purpose of the goal setting process. Teachers will adjust their instruction, warm ups, tutorials, and targeted small groups based on data.	Student Goal Tracker	November 19, 2026 to February 26, 2027	Math CCIS; Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs;Teachers will visit with each student to set, review, and reflect on goals at least 4-5 times in a school year.	Principal, Director of Instruction, Assistant Principals, & Academic Achievement Specialists
Stengthen Tier I Instruction: CCIS will identify Tier I, II, & III teachers; Identified teachers will recieve coaching cycles based on observations and data; Principal and DI will monitor the coaching cycles; WeClimb and CF-TESS data/observations will be used to support with ongoing feedback and coaching cycles.	Lesson plans; WeClimb Feedback/Trends; Walkthrough Data; Small Group Plans; Student Work Samples	November 19, 2026 to February 26, 2027	Director of Instruction; Math CCIS; Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs; WeClimb Observations/Data; Ongoing Coaching Cycles	Principal, Director of Instruction, Assistant Principals, & Academic Achievement Specialists
CCIS will have provide ongoing Coaching, Monitoring, & Adjustments:Principal and DI will monitor the coaching cycles; We will utilize WeClimb and CF-TESS observations to support with ongoing feedback and coaching.	Coaching Cycle Documentation; Observations/Feedback; Teacher next steps; Student growth data	November 19, 2026 to February 26, 2027	Principal; Director of Instruction Assistant Principals; Academic Achievement Specialists; CCIS; Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs; WeClimb Observations/Data; Ongoing Coaching Cycles	Principal, Director of Instruction, Assistant Principals, & Academic Achievement Specialists
EOY (March- May)					
SMART Goal: By May 21, 2027, 100% of teachers will continue to implement high-quality first-time instruction, targeted small-group instruction, and data-driven tutorials					
Action	**Artifacts**	**Time frame**	**Person(s) Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**

Intensify Targeted Instruction (Coach, Monitor, & Adjust):CCIS will continue to montior Tier I, II, & III teachers; Teachers will recieve ongoing coaching cycles based on observations and data; Princpal & DI will monitor the coaching cycles; We will utilize WeClimb and CF-TESS observations to support with ongoing feedback, coaching, and support.	Student Goal Trackers; Small-Group Instructional Plans; Tutorial Plans; Student Work Samples; Student Data; Progress Monitoring Data	March 1 to May 21, 2027	Math CCIS; Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs; WeClimb Observations/Data; Ongoing Coaching Cycles	Principal, Director of Instruction, Assistant Principals, & Academic Achievement Specialists
Monitor Closing the Gaps Progress (Coach, Monitor, & Adjust): CCIS will continue to montior Tier I, II, & III teachers; Teachers will recieve ongoing coaching cycles based on observations and data; Princpal & DI will monitor the coaching cycles; We will utilize WeClimb and CF-TESS observations to support with ongoing feedback, coaching, and support.	Beginning of the Year; Middle of the Year; End of Year Data; STAAR Data; Interventions; Tutoring Progress Reports	March 1 to May 21, 2027	Math CCIS; Teachers	Weekly Instructional Meetings; A-Team Meetings; Math Planning; Data Digs; WeClimb Observations/Data; Ongoing Coaching Cycles	Principal, Director of Instruction, Assistant Principals, & Academic Achievement Specialists

District Monitoring Plan

District Monitoring Plan: Thornton will be monitored through the CFISD Priority Schools process.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Tipps Elementary

Principal Name: Felicia Thomas

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Essential Action 5.2: Instructional Planning for Effective Classroom Instruction: Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practice 5.2.3: Instructional delivery training

Closing the Gaps Student Performance Goals

Hispanic: RLA Meets or Higher: 39%, Math Meets or Higher: 44%, Student Success: 41 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 16, 2026, 100% of teachers identified as needing assistance with high-quality lesson design will have an active individualized support plan, an assigned coach, and demonstrate at least an 80% implementation rate of targeted instructional strategies in their weekly submitted lesson plans, as evaluated by campus administrators and instructional specialists.

Action	Resources (explain reallocation of funds if needed)	Implementation Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Campus leaders will identify teachers who need assistance delivering high-quality lessons.	We Climb data Local assessment data	October 1 to November 16, 2026	Campus Administrators	List of teachers who need a coach and coaching schedule	Principal, Assistant Principals, Instructional Specialists
Teachers identified as needing assistance delivering high-quality lessons will be given an assigned coach and individualized support plan.	Individualized support plan	October 1 to November 16, 2026	Campus Administrators	Coaching schedule and progress of individualized support plan	Principal, Assistant Principals, Instructional Specialists
A professional development plan will be developed and implemented to support identified teachers.	WeClimb data Individualized support plans	October 1 to November 16, 2026	Instructional Specialist	Review weekly lesson plans and planning notes for evidence of targeted instructional strategies.	Principal, Assistant Principals, Instructional Specialists

MOY (Mid November- February)

SMART Goal: By February 16, 2027, 100% of identified teachers will complete biweekly coaching cycles and individualized support plan reviews, resulting in at least 85% of submitted internalized lesson plans consistently meeting campus protocol expectations as evaluated by the Instructional Leadership Team.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring

Professional development focused on strong instruction, classroom management, intervention strategies, and support for special populations will be implemented.	Professional development plans and sign-in sheets	Nov 16, 2026 to Feb 16, 2027	Instructional Specialist	Professional development schedule on the calendar	Principal, Assistant Principals, Instructional Specialists
Identified teachers will take part in biweekly coaching cycles that include collaborative lesson internalization, modeling or co-teaching, and observation with feedback.	WeClimb data Local Assessments	Nov 16, 2026 to Feb 16, 2027	Coaches and teachers	Coaching sessions on the calendar Review of WeClimb data	Principal, Assistant Principals, Instructional Specialists
Identified teachers will review thier individualized support plan with their coach and make adjustments as needed.	Individualized Support Plan	Nov 16, 2026 to Feb 16, 2027	Coaches and teachers	Completion of Individualized Support Plan components or documented adjustments to plan	Principal, Assistant Principals, Instructional Specialists

EOY (March- May)

SMART Goal: From March 1 to May 21, 2027, 100% of identified teachers will use local assessment and TEKS gap data to design and deliver weekly small-group intervention plans reviewed with their coach prior to implementation, while coaches and campus leaders maintain responsive, biweekly coaching and professional development adjustments aligned to teacher learning and student growth.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Identified teachers analyze local assessment data to group students, identify TEKS gaps, and deliver targeted in-class interventions.	Small-group intervention lesson plans	March 1, 2027 to May 21, 2027	Coaches and teachers	Review lesson plans with coach before implementation	Principal, Assistant Principals, Instructional Specialists
Review timeline for coaching sessions based on identified teacher learning and student performance.	Coaching schedule Student data	March 1, 2027 to May 21, 2027	Coaches and teachers	Notes from coaching sessions	Principal, Assistant Principals, Instructional Specialists
Reevaluate professional development sessions based on current identified teacher needs.	Professional development schedule Lesson Plans Individualized Support Plan	March 1, 2027 to May 21, 2027	Coaches and teachers	Adjustments to professional development schedule/topics	Principal, Assistant Principals, Instructional Specialists

District Monitoring Plan

District Monitoring Plan: Curriculum staff will review plan implementation during campus visits and review student data after each local assessment.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Cypress-Fairbanks ISD Local Improvement Plan

Campus Name: Watkins Middle School

Principal Name: Andrea Lagard

TEA Evidence-Based School Improvement Strategy

Strategy A: Intensive Curriculum and Instruction Improvements: Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

TEA Lever 5: Instructional Leadership and Capacity Building: The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalized observation and feedback cycles, and data analysis protocols.

Closing the Gaps Student Performance Goals

Continuously Enrolled: Math Meets or Higher: 49%, Math Growth: 67%, Student Success: 48 (component score)

Describe the actions and monitoring efforts that will be taken over the course of this school year in order to implement the selected strategy and reach your goals.

BOY (Now until Mid-November)

SMART Goal: By November 13, 2026, 100% of Watkins classroom teachers will participate in teacher clarity professional learning and at least one documented lesson rehearsal or modeled instructional activity. At least 80% of classroom teachers will demonstrate TEKS-aligned learning intentions, measurable success criteria, and instructional tasks aligned to the required rigor, as evidenced by lesson artifacts and calibrated WeWalks observations.

Action	Resources (explain reallocation of funds if needed)	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Provide a copy of The Illustrated Guide to Teacher Clarity to every staff member. Reinforce selected modules in the weekly Bulldog Staff Connection. At every faculty meeting, the principal or DI will model and facilitate interactive practice in deconstructing TEKS, developing learning intentions and success criteria, and matching tasks to the required rigor using Bloom's taxonomy.	Purchase The Illustrated Guide to Teacher Clarity with Title I funds; The Bulldog Connection SMORE Newsletter (Free); monthly faculty meeting time; district curriculum and materials. .	October 1st-November 16th, 2026	CCISs, teachers	Resource distribution and weekly engagement check	Principal; DI
Record collaborative planning in Sibme for replay and reflection. Begin an instructional video library with strong lesson examples and strategies. Establish a phased schedule toward recording all walkthroughs and formal evaluations.	Existing Sibme platform (free); recording devices (general school budget).	October 1st-November 16th, 2026	CCISs, teachers	Collaborative Planning Recording Video library utilization and review	Principal; DI; APs; CCIS
Teachers will attend monthly Thoughtful Thursday professional development provided by the instructional team to share high-quality first time instructional strategies. The monthly professional development allows teachers to engage in cross-curricular conversations to help increase our teachers' instructional toolkit.	Shared planning periods; lesson materials; peer feedback form.	October 1st-November 16th, 2026	CCISs, teachers	Maintain presentation rotation, feedback, and revised plans; document each teacher's rehearsal or modeled lesson participation.	Principal; DI

Provide teachers needing additional support with joint observations of model classrooms, reflection and debriefing, and a specific classroom application plan. Provide first-period modeling as needed; arrange student groups so teachers can observe and apply the model in later periods.	Substitute coverage (Title I); model teachers; CCISs; reflection forms.	October 1st-November 16th, 2026	Principal; DI; APs; CCISs; model teachers	Track support provided, reflection sheets, revised plans, and follow-up observations showing application.	Principal; DI; APs; CCISs; DIHT
Implement the weekly administrator WeClimb schedule. Pair administrators and CCISs for calibration and to provide actionable feedback to teachers. Disaggregate data at weekly admin and instructional meetings to share trends with staff at team plannings and faculty meetings.	WeClimb; observation time; checklist; data summary.	October 1st-November 16th, 2026	Principal; DI; APs; CCISs	Review schedule completion weekly; compare paired ratings; assess every teacher at checkpoint and identify support needs.	Principal; DI; CCISs; DIHT; APs
MOY (Mid November- February)					
SMART Goal: By February 26, 2027, at least 85% of Watkins classroom teachers will demonstrate TEKS-aligned learning intentions, measurable success criteria, and instructional tasks aligned to the required rigor, as evidenced by lesson artifacts and calibrated WeClimb observations.					
Action	**Artifacts**	**Time frame**	**Person(s) Responsible for Implementation**	**Monitoring Plan**	**Person Responsible for Monitoring**
Continue to reinforce selected modules of Teacher Clarity in the weekly Bulldog Staff Connection and faculty meetings. We will include assistant principals, CCISs with principal and DI to model and facilitate interactive practice. We will select the next training focus from walkthrough evidence and lessons.	Purchase The Illustrated Guide to Teacher Clarity with Title I funds; The Bulldog Connection SMORE Newsletter (Free); monthly faculty meeting time; district curriculum and materials. .	November 19th, 2026-February 26th, 2027	Principal; DI; CCISs; APs	Faculty meeting participation sign-in sheets; lesson plan checks during walkthroughs; revised lessons during team planning.	Principal; DI
Teachers will continue to attend monthly Thoughtful Thursday professional development provided by the instructional team to share high-quality first -ime instructional strategies. The monthly professional development allows teachers to engage in cross-curricular conversations to help increase our teachers' instructional toolkit.	Rehearsal materials; peer feedback; revised lessons; student work.	November 19th, 2026-February 26th, 2027	Teacher teams; DI; CCISs	Review rehearsal rotation and evidence that feedback informed lesson revisions.	Principal; DI
Expand the Sibme library by content area and strategy. Review recorded planning to improve preparation and share strong practices. Continue the schedule toward recording all walkthroughs and formal evaluations.	Video library index; planning recordings; reflections; recording log.	November 19th, 2026-February 26th, 2027	Principal; DI; APs; CCISs	Review recording log, teacher reflections, and initial library entries. Track progress against the recording schedule.	Principal; DI; APs; CCISs
Provide targeted coaching, substitute-supported peer observations, first-period modeling, and additional half-day planning as needed. Require an application plan and a follow-up observation for each support cycle.	Coaching logs; observation reflections; coverage records; revised plans.	November 19th, 2026-February 26th, 2027	Principal; DI; APs; CCISs; model teachers	Track each supported teacher's cycle and compare follow-up evidence with the identified need.	Principal; DI; APs; CCISs; DIHT
Continue weekly WeWalks and paired calibration. Give specific next steps, share trends at faculty meetings, and adjust training using observation data, common assessments, and student work.	WeWalks dashboard; feedback; calibration notes; student work; assessments.	November 19th, 2026-February 26th, 2027	Principal; DI; APs; CCISs	Review schedule completion weekly; compare paired ratings; assess every teacher at checkpoint and identify support needs.	Principal; DI; CCISs; DIHT; APs
EOY (March- May)					

SMART Goal: By the end of May 2027, at least 90% of Watkins classroom teachers will demonstrate TEKS-aligned learning intentions, measurable success criteria, and instructional tasks aligned to the required rigor, as evidenced by lesson artifacts and calibrated WeWalks observations. Every classroom teacher will complete a documented reflection on a Sibme recording or observed model lesson and demonstrate an instructional improvement in the classroom.

Action	Artifacts	Time frame	Person(s) Responsible for Implementation	Monitoring Plan	Person Responsible for Monitoring
Sustain teacher clarity training, weekly newsletter reinforcement, and interactive faculty professional learning. Use remaining gaps to determine modeling and lesson rehearsal priorities.	Faculty agendas; newsletters; rehearsal feedback; revised lessons.	March 1st, 2027 - May 21st, 2027	Principal; DI; CCISs; teachers	Review participation and lesson revisions; verify classroom application through WeWalks.	Principal; DI
Continue targeted observations, coaching, first-period modeling, and additional planning support. Each teacher will reflect on a recording or model lesson, implement an improvement, and review its effect on student responses or work.	Reflection and application plans; coaching logs; follow-up observations; student work.	March 1st, 2027 - May 21st, 2027	Principal; DI; APs; CCISs; model teachers	Track each supported teacher's cycle and compare follow-up evidence with the identified need.	Principal; DI; APs; CCISs; DIHT
Complete weekly WeClimb walks, paired calibration, actionable feedback, and EOY teacher evidence collection. Adjust teacher WeWalks schedule based on STAAR and teachers in need of support. Compare findings and examine student work and common assessment trends to plan next year's professional learning.	WeWalks results; checklist; feedback; student work; assessment summaries.	March 1st, 2027 - May 21st, 2027	Principal; DI; APs; CCISs	Assess every teacher; calculate the final percentage and report progress by grade and content area.	Principal; DI
Organize and sustain the Sibme library with examples of teacher clarity, rigorous tasks, questioning, and checks for understanding. Review progress toward recording all walkthroughs and formal evaluations and identify remaining needs.	Library index; recordings; teacher reflections; recording coverage summary.	March 1st, 2027 - May 21st, 2027	Principal; DI; APs; CCISs	Review library coverage and use; document completed recordings and unresolved gaps.	Principal; DI
Teachers will continue to attend monthly Thoughtful Thursday professional development provided by the instructional team to share high-quality first-time instructional strategies. The monthly professional development allows teachers to engage in cross-curricular conversations to help increase our teachers' instructional toolkit.	Rehearsal materials; peer feedback; revised lessons; student work.	March 1st, 2027 - May 21st, 2027	Teacher teams; DI; CCISs	Review rehearsal rotation and evidence that feedback informed lesson revisions.	Principal; DI

District Monitoring Plan

District Monitoring Plan: Curriculum staff will review plan implementation during campus visits and review student data after each local assessment.

Additional actions the district will take if the plan is not successfully implemented: Bi-weekly meeting with principal and director of instruction, curriculum content coordinators, and secondary curriculum director to determine the status of the plan, needed modifications, action steps, monitoring steps, and expected outcomes for the next two-week cycle.

Grades 6-8	Campuses must offer the following courses for students.
Enrollment in Fine Arts	Students in grade 6 are required to take a minimum of one semester of fine arts.
Assignment to Required Reading Course	Students scoring below the District cut-off score on the state-mandated assessment in reading shall enroll in a reading course during grade 7 and/or grade 8.
Assignment to Additional Academic Courses	Students in grades 6-8 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Required Computer Literacy	Students in grades 7 and 8 are taught the TEKS for the required computer literacy course through integrated instruction in language arts, math, science, and social studies.
Required Physical Education	Students in middle school are required to take two semesters of physical education in grade 6 and at least three semesters of physical education in grades 7 and 8.
Local Elective Courses	Students in grades 6-8 may enroll in only one locally developed course each semester.
Provision for SDI – Dyslexia	Students who require Specially Designed Instruction (SDI) for Dyslexia in 6th grade may delay completion of the fine arts course or physical education until 7th grade. Students who delay the physical education course must take 4 semesters of physical education in grades 7 and 8.
Grades 9-12	Campuses must offer the following courses for students.
Assignment to Additional Academic Courses	Students in grades 9-12 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Assignment to Required Reading Courses	Students in grades 9-12 who fail the previous year's state reading assessment may be required to enroll in the appropriate level of reading.
Requirement for Independent Study in English	Ninth-grade students enrolled in a District high school are required to take one-half credit in Independent Study in English.
Olympic-Caliber Training Programs	The District shall allow qualified private or commercially sponsored physical activity classes to substitute both for required physical education units in grades 6-8 and for physical education graduation credits in grades 9-12. [See EIF]

Students involved in one of these programs shall be encouraged to participate in their own school's athletic program during the semester when UIL competitions are held.

Program Qualifying Criteria (Category 1)

To qualify for substitution, private or commercially sponsored physical activity classes must meet these criteria for Category 1 programs, as stipulated by the Texas Education Agency:

1. Provide training and/or competition opportunities that exceeds the District's physical education curricular requirements and that has the potential to develop Olympic-caliber performers.
2. Provide for student participation for a minimum of 15 clock hours per week of highly intense, professional, supervised training in a program certified by the Superintendent to be of exceptional quality.
3. Receive approval from the off-campus physical education department.

Rules and Procedures Governing Student Participation

Each student must submit an application for approval by the established deadlines.

Each student must receive approval for participation in a program that meets the Category 1 criteria and that has been approved by the off-campus physical education department.

Each program must be approved by the Board and have appropriate paperwork submitted to the Commissioner of Education prior to the semester the program is to be offered.

The parent must grant permission for a student to substitute participation in a private or commercially sponsored training program for physical education.

The coach in special training programs must:

1. Provide the District with the information required on the approval applications;
2. Assume responsibility for attendance accounting;
3. Assign grades for each grading period;
4. Notify the school and the off-campus P.E.(OCPE) department if a student drops out of the program;
5. Submit required records/reports on time; and
6. Instruct students in the grade-level appropriate health Texas Essential Knowledge and Skills.

Grades 6-8 Middle school

1. Students shall receive a numerical grade on their report cards. The coach shall send this grade, along with the grading period attendance accounting, to the OCPE department. Report cards shall read “Off-campus P. E.”; the course shall be assigned a special computer number.
2. The grade for this activity shall not affect honor roll standing.
3. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
4. Students who drop out of the program during the semester shall be placed in a physical education class. If students drop out at the semester, they may be placed in physical education or an appropriate elective (eighth-graders).
5. Students may miss only one period during the school day.

Grades 9-12 High School

1. Students shall receive numerical grades on their report cards for participation in the training program. The coach shall send this grade, along with the grading period attendance accounting, to the OCPE department. Report cards shall read “Off-campus P.E.”; the course shall be assigned a special computer number.
2. The grade for this activity shall not affect honor roll standing. The semester grades shall count in students’ grade point averages and shall be included in the calculation of the total number of grade points for determining class rank.
3. Olympic-caliber training courses shall be weighted as L-level credit.
4. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
5. Students who drop out of the program during the semester shall be placed in a physical education class. If students drop out at the semester, they may be placed in physical education or in an appropriate elective.
6. Students may earn two to four state-approved credits and/or two local credits if they remain in the program for four years.
7. They may miss only one period during the school day.

Field Trips

Criteria for Obtaining Approval

The only students allowed to participate in off-campus physical education field trips are students with prior approval for the field trip and current enrollment in off-campus physical education.

Students failing one or more courses shall not be approved to participate in the field trip.

Field trips should not be scheduled during District- or state-mandated testing periods. Under no circumstances shall a field trip be scheduled on the day or evening immediately preceding the day on which the state-mandated test is scheduled.

The District shall not schedule, nor permit students to participate in, an extracurricular activity or a public performance that would require, permit, or allow a student to be absent from class in any course more than 10 times during the school year. The District may adopt policies that permit distribution of the 10 absences during the school year for the purpose of participation in extracurricular activities.

Procedures for Obtaining Trip Approval

Coaches proposing off-campus physical education field trips must complete a field trip request, providing all the necessary details of the proposal, and obtain the signature of the principal.

All field trip requests must be submitted two weeks prior to the date of the proposed trip.

Grades 6-8	Campuses must offer the following courses for students.
Enrollment in Fine Arts	Students in grade 6 are required to take a minimum of one semester of fine arts.
Assignment to Required Reading Course	Students scoring below the District cut-off score on the state-mandated assessment in reading shall enroll in a reading course during grade 7 and/or grade 8.
Assignment to Additional Academic Courses	Students in grades 6-8 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Required Computer Literacy	Students in grades 7 and 8 are taught the TEKS for the required computer literacy course through integrated instruction in language arts, math, science, and social studies.
Required Physical Education	Students in middle school are required to take two semesters of physical education in grade 6 and at least three semesters of physical education in grades 7 and 8.
Local Elective Courses	Students in grades 6-8 may enroll in only one locally developed course each semester.
Provision for SDI – Dyslexia	Students who require Specially Designed Instruction (SDI) for Dyslexia in 6th grade may delay completion of the fine arts course or physical education until 7th grade. Students who delay the physical education course must take 4 semesters of physical education in grades 7 and 8.
Grades 9-12	Campuses must offer the following courses for students.
Assignment to Additional Academic Courses	Students in grades 9-12 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Assignment to Required Reading Courses	Students in grades 9-12 who fail the previous year's state reading assessment may be required to enroll in the appropriate level of reading.
Requirement for Independent Study in English	Ninth-grade students enrolled in a District high school are required to take one-half credit in Independent Study in English.
Olympic-Caliber Training Programs	The District shall allow qualified private or commercially sponsored physical activity classes to substitute both for required physical education units in grades 6-8 and for physical education graduation credits in grades 9-12. [See EIF]

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2. Provide for student participation for a minimum of 15 clock hours per week of highly intense, professional, supervised training in a program certified by the Superintendent to be of exceptional quality.
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Rules and Procedures Governing Student Participation

Each student must submit an application for approval by the established deadlines.

Each student must receive approval for participation in a program that meets the Category 1 criteria and that has been approved by the off-campus physical education department.

Each program must be approved by the Board and have appropriate paperwork submitted to the Commissioner of Education prior to the semester the program is to be offered.

The parent must grant permission for a student to substitute participation in a private or commercially sponsored training program for physical education.

The coach in special training programs must:

1. Provide the District with the information required on the approval applications;
2. Assume responsibility for attendance accounting;
3. Assign grades for each grading period;
4. Notify the school and the off-campus P.E.(OCPE) department if a student drops out of the program;
5. Submit required records/reports on time; and
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3. Olympic-caliber training courses shall be weighted as L-level credit.
4. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
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The District shall not schedule, nor permit students to participate in, an extracurricular activity or a public performance that would require, permit, or allow a student to be absent from class in any course more than 10 times during the school year. The District may adopt policies that permit distribution of the 10 absences during the school year for the purpose of participation in extracurricular activities.

Procedures for Obtaining Trip Approval

Coaches proposing off-campus physical education field trips must complete a field trip request, providing all the necessary details of the proposal, and obtain the signature of the principal.

All field trip requests must be submitted two weeks prior to the date of the proposed trip.

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: **November 9, 2026**

Re: **Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote**
Contract ID: 26-07-1030

Item	Description	Qty	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.
	Total Projected Expenditure		$ 402,611.91	$ 427,710.56	$ 421,132.66	$ 428,630.76
	Total Points Awarded		100	96	99	98
Item 1	**Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Product, Support and Installation - Year 1 Cost**	1	$ 160,976.27	$ 170,271.52	$ 168,077.50	$ 171,598.90
Item 2	**CLM and PKI Product and Support - Year 2 Cost**	1	$ 120,817.82	$ 128,719.52	$ 126,527.58	$ 128,515.93
Item 3	**Enterprise Observability (up to 5,000 Nodes) - Year 3 Cost**	1	$ 120,817.82	$ 128,719.52	$ 126,527.58	$ 128,515.93

* **CyberOne LLC. is a contracted vendor on the Texas Department of Information Resources Contract No. DIR-CPO-5322. The District invited vendors on cooperative contracts for Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) products to submit proposals. Four (4) cooperative quotes were submitted for this bid. The contract term is three years with annual payments.**

Recommendation: **CyberOne LLC.**

Funding: **Multiple Funding Sources**

Estimated Expenditure: **$402,611.91**

Contract Term: **December 18, 2026 – December 17, 2029**

kb

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Pricing

Qty	Design Guide SKU	Description	Term (years)	CyberOne LLC.		FreeIt Data Solutions, Inc.		Presidio Networked Solutions Group, LLC.		SHI Government Solutions, Inc.	
				DIR-CPO-5322		DIR-CPO-5687		DIR-CPO-5687		TIPS 230105	
		Cooperative Contact Number for Quote		**Unit Price**	**Extended Price**	**Unit Price**	**Extended Price**	**Unit Price**	**Extended Price**	**Unit Price**	**Extended Price**
1	PUB-CLM-PREMIER	Sectigo -Public CLM - Premier - Up To 200 Managed Certificates	3	$2,190.35	$6,571.05	$2,381.40	$7,144.20	$2,366.98	$7,100.94	$2,346.47	$7,039.41
1	PRIV-CLM-PREMIER	Private CLM - Premier - Up To 200,000 Managed Certificates	3	$60,843.16	$182,529.48	$66,150.00	$198,450.00	$65,749.42	$197,248.26	$65,179.69	$195,539.07
1	PUB-SSL-OV-FLEX	Sectigo-OV Flex: Single Domain + Multi Domain + Wildcard(Quantity - 115)	3	$11,597.75	$34,793.25	$12,609.75	$37,829.25	$12,523.50	$37,570.50	$12,424.81	$37,274.43
1	PRIV-CAS	Sectigo -Private CAs(Quantity - 2)	3	$1,622.48	$4,867.44	$1,764.00	$5,292.00	$1,753.32	$5,259.96	$1,738.12	$5,214.36
1	PRIV-SSL	Sectigo -Private SSL Certificate(Quanitity - 20)	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00
1	PRIV-DEVICE	Sectigo -Private Device Certificate(Quantity - 175,000)	3	$24,570.00	$73,710.00	$26,250.00	$78,750.00	$24,570.00	$73,710.00	$25,407.52	$76,222.56
1	SUPPORTENHANCED	Support Enhanced	3	$19,994.08	$59,982.24	$19,564.37	$58,693.11	$19,564.36	$58,693.08	$21,419.32	$64,257.96
1	PRIV-CASETUP	Private CA - Set Up Fee	1	$2,253.45	$2,253.45	$2,450.00	$2,450.00	$2,447.92	$2,447.92	$2,414.06	$2,414.06
1	PS-CMB-ADV	Sectigo: Professional Services Public/Private - Advanced.	1	$37,905.00	$37,905.00	$39,102.00	$39,102.00	$39,102.00	$39,102.00	$40,668.91	$40,668.91
		Total Cost of all Software, Installation, Training and Support			**$402,611.91**		**$427,710.56**		**$421,132.66**		**$428,630.76**
		Price Points Based on Year 1 Cost			**25.0**		**23.6**		**23.9**		**23.5**
		Long Term Cost Points Based on 3 Year Cost			**5.0**		**4.7**		**4.8**		**4.7**
		Cost for Year 1	**(Used for Price Points)**		$160,976.27		$170,271.52		$168,077.50		$171,598.90
		Cost for Year 2			$120,817.82		$128,719.52		$126,527.58		$128,515.93
		Cost for Year 3			$120,817.82		$128,719.52		$126,527.58		$128,515.93
		3 Year Contract Estimated Expenditure	**(Used for Long Term Cost Points**		$402,611.91		$427,710.56		$421,132.66		$428,630.76

Cypress-Fairbanks
Independent School District

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote
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: 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)			
		CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.	1	2	3	4
						CyberOne LLC.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.	FreeIt Data Solutions, Inc.
Total Awarded Score		**100**	**96**	**99**	**98**	**100**	**99**	**98**	**96**
Criteria 1:	Purchase Price of Goods and Services	25.0	23.6	23.9	23.5	25.0	23.9	23.5	23.6
Criteria 2:	Reputation	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Criteria 3:	Quality	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0
Criteria 4:	Meet District needs	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
Criteria 5:	Past relationship with District	5.0	2.5	5.0	5.0	5.0	5.0	5.0	2.5
Criteria 6:	Historically Underutilized Business								
Criteria 7:	Long-term cost	5.00	4.7	4.8	4.7	5.00	4.8	4.7	4.7
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 district's first-year cost. The formula used was the lowest vendor's proposal/vendor's proposal * 25 (maximum number of points). Long-term price points were calculated based on the three year cost. The formula used was the lowest vendor's proposal price / vendor's proposal price * 5 (maximum number of long-term price points). Because of the timing of the department's needs, Best and Final Offers were not requested from vendors.

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote

Reputation Points	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.	Point Conversion	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.
Evaluator 1	100.00	100.00	100.00	100.00		22.00	22.00	22.00	22.00
Evaluator 2	100.00	100.00	100.00	100.00					
Evaluator 3	100.00	100.00	100.00	100.00					

All vendors received full points from reference checks. Points were calculated as follows: ((Reference 1+Reference 2+Reference 3)/3)*0.22 (maximum points)

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote

Quality Points	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.	Point Conversion	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.
Evaluator 1	23.00	23.00	23.00	23.00		23.00	23.00	23.00	23.00
Evaluator 2	23.00	23.00	23.00	23.00					
Evaluator 3	23.00	23.00	23.00	23.00					

Evaluators were provided a standard scoring rubric. This scoring rubric evaluated the product proposed. All vendors proposed the design guide and received full points. Evaluator individual scores were averaged for the final points.

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote

Needs (Technical) Points	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.	Point Conversion	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.
Evaluator 1	20.00	20.00	20.00	20.00		20.00	20.00	20.00	20.00
Evaluator 2	20.00	20.00	20.00	20.00					
Evaluator 3	20.00	20.00	20.00	20.00					

Evaluators were provided a standard scoring rubric. This scoring rubric evaluated how well the vendor's proposed solution addressed the functional, performance, and support requirements specified in the Quote Request. The highest raw score was 20. Evaluator scores were averaged for the final point conversion. All vendors bid on the design guide that meets all scoring criteria. All received full points.

Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote

Reputation Points	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.	Point Conversion	CyberOne LLC.	FreeIt Data Solutions, Inc.	Presidio Networked Solutions Group, LLC.	SHI Government Solutions, Inc.
Evaluator 1	5.00	2.50	5.00	5.00		5.00	2.50	5.00	5.00

Vendors providing excellent service (meaning no noted problems or positive past performance review) – 5 Points
Vendors not providing any district service – 2.5 Points
Vendors with poor CFISD service (meaning noted problems or issues not resolved) – 0 Points

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Kimberly Bowlin, Assistant Director of Technology Support Services

October 7, 2026

To: Charles Franklin, Assistant Superintendent of Technology and Information Services

After a comprehensive review of multiple proposals, the evaluation committee recommends purchasing digital certificate management, security certificates, and related support services from CyberOne, LLC. The proposal met the district's design guide and quote requirements.

Digital certificates act like electronic identification cards, helping verify trusted websites and devices and secure the information they exchange. Centralized management helps technology staff renew certificates on time, reducing disruptions to instruction and daily operations caused by expired certificates. Set-up services and technical support will support proper implementation and ongoing maintenance. This investment strengthens protection for student and staff information, supports secure access to district resources, and improves the reliability of essential technology services.

The recommended agreement provides a three-year term with annual payments and no increase in subscription costs during the term. The first-year payment is higher because it includes one-time set-up and implementation fees.

To evaluate costs, the department obtained pricing for the current solution using the same product SKUs and requested modules included in the recommended proposal. This comparison confirmed that the recommended solution will provide the same products and services at a lower total cost. Including first-year set-up and implementation fees, purchasing through CyberOne, LLC will save the district **$173,496.59 over three years** compared with the current solution.

Sincerely,

Kim Bowlin
Kim Bowlin
Assistant Director, Technology Support Services
Cypress-Fairbanks ISD

11440 Matzke Road
Cypress, Texas 77429
281-897-4000

P.O. Box 692003
Houston, Texas 77269-2003

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: **November 9, 2026**

Re: **CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote**
Contract ID: 26-07-1062

Item	Description	Qty	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Network Solutions Group LLC.	SHI Government Solutions
	Total Projected Expenditure		$ 270,088.00	$ 328,735.39	$ 304,512.96	$ 294,540.96	$ 301,340.78
	Total Points Awarded		100	95	97	98	97
Item 1	**Enterprise Observability (up to 5,000 Nodes) - Year 1 Subscription**	1	$ 84,011.00	$ 102,253.70	$ 94,719.36	$ 91,619.65	$ 93,732.56
Item 2	**Enterprise Observability (up to 5,000 Nodes) - Year 2 Subscription**	1	$ 89,892.00	$ 109,411.52	$ 101,349.67	$ 98,027.08	$ 100,293.90
Item 3	**Enterprise Observability (up to 5,000 Nodes) - Year 3 Subscription**	1	$ 96,185.00	$ 117,070.17	$ 108,443.93	$ 104,894.23	$ 107,314.32

*

CDW Government LLC. is a contracted vendor on the Sourcewell Purchasing Cooperative Contract No. 121923. The District invited vendors on cooperative contracts for Enterprise Infrastructure Observability and Monitoring Platform products to submit proposals. Five (5) cooperative quotes were submitted for this bid.

Recommendation: **CDW Government LLC.**

Funding: **Multiple Funding Sources**

Estimated Expenditure: **$270,088.00**

Contract Term: **December 18, 2026 – December 17, 2029**

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CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote - BAFO

Enterprise and Infrastructure Observability and Monitoring Platform Pricing							
Qty	**License and Subscription Period**	**Description**	**CDW Government LLC.**	**Dell Marketing L.P.**	**Netsync Network Solutions**	**Presidio Networked Solutions Group, LLC.**	**SHI Government Solutions**
Cooperative Contact Number for Quote			**SourceWell 121923**	**Omnia 01-143**	**TIPS 260105**	**DIR-CPO-4859**	**TIPS 230105**
1	December 18, 2026 - December 17, 2027	Enterprise Observability (up to 5,000 Nodes) - Year 1 Subscription	$84,011.00	$102,253.70	$94,719.36	$91,619.65	$93,732.56
1	December 18, 2027 - December 17, 2028	Enterprise Observability (up to 5,000 Nodes) - Year 2 Subscription	$89,892.00	$109,411.52	$101,349.67	$98,027.08	$100,293.90
1	December 18, 2028 - December 17, 2029	Enterprise Observability (up to 5,000 Nodes) - Year 3 Subscription	$96,185.00	$117,070.17	$108,443.93	$104,894.23	$107,314.32
		Total Cost of all Software, Installation, Training and Support	**$270,088.00**	**$328,735.39**	**$304,512.96**	**$294,540.96**	**$301,340.78**
		Price Points	**25**	**20.5**	**22.2**	**22.9**	**22.4**

Qty	**License and Subscription Period**	**Description**	**CDW Government LLC.**	**Dell Marketing L.P.**	**Netsync**	**Presidio Networked Solutions Group, LLC.**	**SHI Government Solutions**
3 Year Term Paid Upfront	December 18, 2026 - December 17, 2029	Enterprise Observability (up to 5,000 Nodes) - Year 3 Subscription Paid Upfront	$270,088.00	$328,735.39	$304,512.96	$274,949.79	$301,340.78
		Long Term Price Points	**5**	**4.1**	**4.4**	**4.9**	**4.5**

CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote - Price Sheet

Enterprise and Infrastructure Observability and Monitoring Platform Pricing							
Qty	**License and Subscription Period**	**Description**	**CDW Government LLC.**	**Dell Marketing L.P.**	**Netsync Network Solutions**	**Presidio Networked Solutions Group, LLC.**	**SHI Government Solutions**
Cooperative Contact Number for Quote			**SourceWell 121923**	**Omnia 01-143**	**TIPS 260105**	**DIR-CPO-4859**	**TIPS 230105**
1	December 18, 2026 - December 17, 2027	Enterprise Observability (up to 5,000 Nodes) - Year 1 Subscription	$84,011.00	$102,253.70	$94,719.36	$91,819.65	$93,732.56
1	December 18, 2027 - December 17, 2028	Enterprise Observability (up to 5,000 Nodes) - Year 2 Subscription	$89,892.00	$109,411.52	$101,349.67	$98,247.08	$100,293.90
1	December 18, 2028 - December 17, 2029	Enterprise Observability (up to 5,000 Nodes) - Year 3 Subscription	$96,185.00	$117,070.17	$108,443.93	$105,124.23	$107,314.32
		Total Cost of all Software, Installation, Training and Support	**$270,088.00**	**$328,735.39**	**$304,512.96**	**$295,190.96**	**$301,340.78**
		Price Points	**25**	**20.5**	**22.2**	**22.9**	**22.4**

Cost Increase from Year 1 to Year 3	$12,174.00	$14,816.47	$13,724.57	$13,304.58	$13,581.76
Cost Per Node Over Three Year Period	$54.02	$65.75	$60.90	$59.04	$60.27
Long Term Price Points	**5**	**4.1**	**4.4**	**4.6**	**4.5**

Cypress-Fairbanks
Independent School District

CFISD Enterprise Infrastructure Observability and Monitoring Platform 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)				
		CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Network Solutions Group, LLC.	SHI Government Solutions	1	2	3	4	5
							CDWG Government LLC.	Presidio Network Solutions Group, LLC.	Netsync Network Solutions	SHI Government Solutions	Dell Marketing LP.
Total Awarded Score		**100**	**95**	**97**	**98**	**97**	**100**	**98**	**97**	**97**	**95**
Criteria 1:	Purchase Price of Goods and Services	25.0	20.5	22.2	22.9	22.4	25.0	22.9	22.2	22.4	20.5
Criteria 2:	Reputation	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Criteria 3:	Quality	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0
Criteria 4:	Meet District needs	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
Criteria 5:	Past relationship with District	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Criteria 6:	Historically Underutilized Business										
Criteria 7:	Long-term cost	5.0	4.1	4.4	4.9	4.5	5.0	4.9	4.4	4.5	4.1
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 three-year (YRs 1, 2, 3)solution costs. The formula used was the lowest vendor's proposal/vendor's proposal * 25 (maximum number of points). Long-term price points were calculated based on the upfront cost of a three-year license. 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 CDW Government LLC. for a three year license with annual payments.

Cypress-Fairbanks
Independent School District

CFISD Enterprise Infrastructure Observability and Monitoring Platform 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)				
		CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Network Solutions Group, LLC.	SHI Government Solutions	1	2	3	4	5
							CDW Government LLC.	Netsync Network Solutions	Presidio Network Solutions Group, LLC.	SHI Government Solutions	Dell Marketing L.P.
Total Awarded Score		**100**	**95**	**97**	**97**	**97**	**100**	**97**	**97**	**97**	**95**
Criteria 1:	Purchase Price of Goods and Services	25.0	20.5	22.2	22.9	22.4	25.0	22.2	22.9	22.4	20.5
Criteria 2:	Reputation	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Criteria 3:	Quality	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0
Criteria 4:	Meet District needs	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
Criteria 5:	Past relationship with District	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Criteria 6:	Historically Underutilized Business										
Criteria 7:	Long-term cost	5.00	4.1	4.4	4.6	4.5	5.00	4.4	4.6	4.5	4.1
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 total costs from a three-year contract with annual payments. The formula used was the lowest vendor's proposal/vendor's proposal * 25 (maximum number of points). Long-term price points were calculated based on the cost per node over the three year contract period. 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 request Best and Final Offers from all vendors.

CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote

Reputation Points	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions	Point Conversion	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions
Evaluator 1	100.00	100.00	100.00	100.00	100.00		22.00	22.00	22.00	22.00	22.00
Evaluator 2	100.00	100.00	100.00	100.00	100.00						
Evaluator 3	100.00	100.00	100.00	100.00	100.00						

All vendors received full points from reference checks. Points were calculated as follows: ((Reference 1+Reference 2+Reference 3)/3)*0.22 (maximum points)

CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote

Quality Points	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions	Point Conversion	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions
Evaluator 1	23.00	23.00	23.00	23.00	23.00		23.00	23.00	23.00	23.00	23.00
Evaluator 2	23.00	23.00	23.00	23.00	23.00						
Evaluator 3	23.00	23.00	23.00	23.00	23.00						

Evaluators were provided a standard scoring rubric. This scoring rubric evaluated the product proposed. All vendors proposed the design guide and received full points. Evaluator individual scores were averaged for the final points.

CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote

Needs (Technical) Points	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions	Point Conversion	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions
Evaluator 1	20.00	20.00	20.00	20.00	20.00		20.00	20.00	20.00	20.00	20.00
Evaluator 2	20.00	20.00	20.00	20.00	20.00						
Evaluator 3	20.00	20.00	20.00	20.00	20.00						

Evaluators were provided a standard scoring rubric. This scoring rubric evaluated how well the vendor's proposed solution addressed the functional, performance, and support requirements specified in the Quote Request. The highest raw score was 20. Evaluator scores were averaged for the final point conversion.

CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote

Reputation Points	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions	Point Conversion	CDW Government LLC.	Dell Marketing L.P.	Netsync Network Solutions	Presidio Networked Solutions Group, LLC.	SHI Government Solutions
Evaluator 1	5.00	5.00	5.00	5.00	5.00		5.00	5.00	5.00	5.00	5.00

Vendors providing excellent service (meaning no noted problems or positive past performance review) – 5 Points
Vendors not providing any district service – 2.5 Points
Vendors with poor CFISD service (meaning noted problems or issues not resolved) – 0 Points

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Kimberly Bowlin, Assistant Director of Technology Support Services

October 7, 2026

To: Charles Franklin, Assistant Superintendent of Technology and Information Services

After a comprehensive evaluation of multiple proposals, the evaluation committee recommends adopting the solution provided by the vendor, CDW Government, LLC. They proposed a solution that met the district's design guide specifications and quote requirements. The committee recommends purchasing a network monitoring subscription for 5,000 nodes to support the reliability and performance of the District's technology infrastructure. The subscription will enable technology staff to monitor network health, identify service disruptions, and address issues that could affect instruction and district operations.

Although the purchase price is higher than in previous years, the agreement limits year-over-year price increases to 7%. This limit provides greater budget predictability while maintaining essential network monitoring capabilities.

In conclusion, the evaluation committee is confident that CDW Government, LLC's solution will provide CFISD with a monitoring tool to assist in daily operations. The solution will support reliable network access for students and staff and help sustain technology services essential to instruction and district operations. While costs have increased, the 7% cap on year-over-year price increases provides a clear limit for future budget planning. The committee recommends approval of the subscription for 5,000 nodes.

Sincerely,

Kim Bowlin
Kim Bowlin
Assistant Director, Technology Support Services
Cypress-Fairbanks ISD

11440 Matzke Road
Cypress, Texas 77429
281-897-4000

P.O. Box 692003
Houston, Texas 77269-2003

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

To: **Darin Crawford**
Assistant Superintendent for Support Services

From: **Chelsea Aitken**
Director of Procurement Services

Date: **October 27, 2026**

Re: **Marketing Serivces**
Annual Contract # 26-12-9220R-RFP

The proposals were received and opened at 10:00 a.m., Wednesday, September 9, 2026, as advertised and specified in documents concerning **Annual Contract # 26-12-9220R-RFP Marketing Services.** The final evaluation summary is located on page 2.

[a] Recommendation based on user department's evaluation of overall best value to the District.
[b] Secondary vendor award.

Recommendations: **CESO Communications**
Mind Dance Marketing, Inc.

Estimated Expenditure: **$433,000.00**

Contract Term: **December 1, 2026 - November 30, 2027**

Renewal: **4 Years**

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#26-12-9220R-RFP Marketing Services

TEAM SCORE SUMMARY

Company/Vendor Name	Evaluator 1	Evaluator 2	Evaluator 3	Average Score	Ranking
514 Digital LLC (www.514digitalco.com)	55.60	53.60	76.60	61.93	11.00
Addis Enterprises (Addis Enterprises, LLC)	61.15	52.25	76.95	63.45	10.00
Big Hit Creative Group (Big Hit Productions)	68.70	58.70	83.90	70.43	7.00
BrandEra, Inc.	76.40	72.40	86.40	78.40	3.00
CESO Communications	**85.45**	**89.95**	**72.85**	**82.75**	**2.00** [b]
ENGYN Marketing (ENGYN)	61.20	58.20	82.90	67.43	8.00
Mind Dance Marketing, Inc.	**79.75**	**94.75**	**76.35**	**83.62**	**1.00** [a]
Outreach Strategists, LLC	70.70	72.20	90.10	77.67	4.00
Rhodes Branding, LLC	64.55	66.05	84.25	71.62	6.00
Satori Marketing (Satori Marketing, LLC)	64.40	64.40	87.20	72.00	5.00
SchoolMint, Inc.	64.50	66.50	60.90	63.97	9.00

MEMORANDUM

TO: Board of Trustees, Cypress-Fairbanks Independent School District (CFISD)

FROM: Evaluation & Procurement Committee

DATE: October 27, 2026

SUBJECT: Procurement Assessment & Multi-Award Recommendation: Request for Proposals (RFP) #26-12-9220R – Marketing Services

The purpose of this memorandum is to present the Evaluation Committee's comprehensive assessment and multi-award recommendation for RFP #26-12-9220R (Marketing Services).

Following a rigorous multi-stage evaluation process, including preliminary technical reviews, evaluator matrix scoring, and finalist presentations/interviews, the Evaluation Committee recommends awarding contracts under a Primary and Secondary vendor structure to the two highest-ranked respondents:

- **Primary Recommended Award:** Mind Dance Marketing, Inc. (Rank #1 – Overall Score: 83.62)
- **Secondary Recommended Award:** CESO Communications (Rank #2 – Overall Score: 82.75)

Proposed Contract Terms:

- Initial Contract Term: December 1, 2026 – November 30, 2027
- Renewal Options: Four (4) additional one-year terms through November 30, 2031

A total of eleven (11) qualified submissions were received and evaluated in accordance with Texas Education Code § 44.031 and District purchasing guidelines (evaluating purchase price, vendor reputation, quality of services, meeting District needs, past relationship, and long-term cost).

The composite scoring and final rankings across all evaluators are summarized below:

Mind Dance Marketing, Inc. – Recommended Primary Vendor (Score: 83.62 | Rank: 1)

- **Proven Track Record & District Alignment:**

  Mind Dance Marketing (*minddanceinc.com*) is a local Houston-area agency located within our community on Wortham Center Drive. They hold an

established, highly successful history of supporting CFISD. Across prior initiatives, their team has repeatedly demonstrated an intimate understanding of our administrative goals, community culture, and immediate operational needs.

- **Team Expertise, Production Quality, and Agility:**

  Mind Dance excels in full-funnel marketing execution, high-impact creative and video production, digital ad placements, media buying, and community event activation. Their localized presence allows for hands-on, high-touch support and rapid turnaround times essential for day-to-day district campaign needs.

- **Area of Focus (Public Education Sector Knowledge):**

  Public education is a newer vertical for Mind Dance, as much of their broader corporate portfolio centers on commercial, corporate, and entertainment brands. However, throughout their work with CFISD, they have proven exceptionally proactive in learning district-specific dynamics, collaborating closely with administration to overcome institutional challenges.

CESO Communications – Recommended Secondary Vendor (Score: 82.75 | Rank: 2)

- **Unrivaled Public Education Specialization:**

  CESO Communications (*theceso.com*) is a premier national agency composed entirely of school public relations veterans and accredited educational strategists. They bring deep domain expertise in public school finance, bond and VATRE communications, legislative shifts, open enrollment competition, and stakeholder trust.

- **Proprietary Discovery & Branding/Rebranding Methodology:**

  CESO's core institutional differentiator is their research-driven Discovery and Rebranding Process. Rather than focusing solely on aesthetic refreshes, CESO conducts rigorous qualitative and quantitative discovery, utilizing community surveys, staff and parent focus groups, listening tours, and competitive demographic modeling. This methodology ensures CFISD's long-term brand narrative is authentic, data-backed, and widely embraced across the community.

- **Value Addition to CFISD:**

  CESO provides the overarching brand architecture, high-level narrative strategy, and foundational research needed to position CFISD as an educational leader in an increasingly competitive marketplace.

The Evaluation Committee intentionally recommends awarding contracts to both Mind Dance Marketing (Primary) and CESO Communications (Secondary) rather than selecting a single firm. A dual-award model provides significant operational, strategic, and financial advantages:

1. **Strategic Synergy (High-Level Strategy vs. Localized Tactical Execution):**
    - CESO Communications can assist with comprehensive Discovery, Market Research, and Master Brand/Rebranding Architecture. They can uncover district perception, articulate competitive value propositions, and build the overarching messaging framework.
    - Mind Dance Marketing (Primary) can serve as the Execution Engine. Utilizing the research findings and brand platform developed by CESO, Mind Dance can handle high-frequency collateral development, localized digital/print campaigns, media placement, and rapid community activation.
2. **Mitigating Vendor Weaknesses While Maximizing Strengths:**
    - Relying solely on CESO could introduce logistical delays and higher travel/administrative costs for rapid-turnaround, day-to-day local campaigns and on-site district events.
    - Relying solely on Mind Dance would place the full burden of high-level educational discovery and district brand repositioning on a firm still expanding its public education domain knowledge.
    - Awarding both firms eliminates these risks by positioning each firm where it holds an undeniable competitive advantage.
3. **Task-Order Fiscal Structure & Cost Control:**
    - Contracts will be structured on an indefinite delivery / task-order model with pre-negotiated rate cards.
    - The District assumes no fixed retainer obligations and maintains total spending discretion, issuing specific Statements of Work (SOWs) only when targeted initiatives arise.

The Evaluation Committee concludes that multi-awarding Mind Dance Marketing, Inc. as primary vendor and CESO Communications as secondary vendor delivers the optimal balance of specialized K–12 branding expertise, localized agility, and taxpayer value.

Action Requested:

The Board of Trustees approve the Committee's recommendation to award contracts under RFP #26-12-9220R (Marketing Services) to Mind Dance Marketing, Inc. (Primary) and CESO Communications (Secondary) for an initial term of December 1, 2026 through November 30, 2027, with four (4) optional one-year renewals through November 30, 2031, with task orders issued based on project scope, negotiated fee schedules, and District needs.

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

To: **Darin Crawford**
Assistant Superintendent for Support Services

From: **Chelsea Aitken**
Director of Procurement Services

Date: **October 20, 2026**

Re: **Student Transportation Management Software Renewal**
Contract #26-07-1063 (TIPS 260105)

Item Description	**CFISD Contract/Cooperative Purchase**
This contract renewal is to continue providing an integrated platform for student transportation management. The platform includes routing, GPS, student ridership, parent notification, and dispatch. Tyler Technologies, Inc. is an awarded vendor on the TIPS Purchasing Cooperative (contract #260105).	

Recommendation: **Tyler Technologies, Inc.**

Estimated Expenditure:

$581,384.10	**Year 1**
$922,081.40	**Renewal Year 1**
$958,965.00	**Renewal Year 2**
$997,317.80	**Renewal Year 3**

Contract Term: **1 Year (3 Renewals)**

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AMENDMENT

This amendment ("Amendment") is effective as of the date of signature of the last party to sign as indicated below ("Amendment Effective Date"), by and between Tyler Technologies, Inc. with offices at One Tyler Drive, Yarmouth, Maine 04096 ("Tyler") and Cypress-Fairbanks Independent School District, with offices at 10300 Jones Road, Houston, Texas 77065 ("Client").

WHEREAS, Tyler and the Client are parties to an agreement dated October 12, 2022 ("Agreement"); and

THEREFORE, in consideration of the mutual covenants contained herein, Tyler and the Client agree as follows.

1. TIPS Cooperative.
    a. WHEREAS, Tyler participated in the competitive bid process in response to The Interlocal Purchasing System ("TIPS") RFP for Management Software and Services by submitting a proposal, on which TIPS awarded Tyler a TIPS contract, numbered 260105 (hereinafter the "TIPS Contract");
    WHEREAS, documentation of TIPS's competitive bid process is available at https://tips-usa.com/vendorProfile.cfm?RecordID=A7054D8DAD6D53D4EA77DD32D6E6DB09; and
    b. Section H(11) of the Agreement is hereby replaced in its entirety as follows:
        i. Entire Agreement; Amendment. This Agreement, the Interlocal Purchasing System (TIPS) RFP for Management Software and Services, and the TIPS contract numbered 260105 (hereinafter the "TIPS Contract") represent the entire agreement between you and us with respect to the subject matter hereof, and supersedes any prior agreements, understandings, and representations, whether written, oral, expressed, implied, or statutory. Notwithstanding the foregoing, purchase orders submitted by you, if any, are for your internal administrative purposes only, and the terms and conditions contained in those purchase orders will have no force or effect. This Agreement may only be modified by a written amendment signed by an authorized representative of each party.

2. SaaS and Third Party Maintenance Term. The term of the Agreement is hereby renewed for one (1) year, commencing as set forth as Exhibit 1 to this Amendment, for the purposes of this Amendment, the ("Renewal Term"). After the completion of the Renewal Term, the Agreement will renew automatically for three (3) additional one (1) year terms unless terminated in writing by either party at least sixty (60) days prior to the end of the then-current term.

3. SaaS and Third Party Hardware Fees. SaaS and Third Party Hardware fees are invoiced annually in advance, beginning on the commencement date as set forth in Exhibit 1 to this Amendment. Fees for the Renewal Term and three (1) one (1) year renewals are indicated in the Amendment Investment Summary. For the avoidance of doubt, upon expiration of the Renewal Term, annual renewal fees shall be invoiced at a four percent (4%) increase over the previous year's fees, as shown in Exhibit 1. Subsequent annual fees shall be at our then current rates.

1. The following Tyler Software as a Service (SaaS) are hereby removed from the Agreement as of August 1, 2026:
    a. Seventy five (75) units of Tyler Drive SaaS, originally purchased October 13, 2022

   As of such date, Client's right to access the above-listed software is terminated, as are Tyler's obligations to maintain, support, host and update such software. Additionally, Client's SaaS fees payment obligation for the above-listed software ends on the same date.

4. Tyler shall void invoice #CI100-00298314, dated July 1, 2026, in its entirety and issue invoice for two hundred sixty-one (261) units of Tyler drive SaS, for the period of August 1, 2026, through June 30, 2027, at the rates listed in Exhibit 1, upon execution of this Amendment.

5. This Amendment shall be governed by and construed in accordance with the terms and conditions of the Agreement.

6. All other terms and conditions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, persons having been duly authorized and empowered to enter into this Amendment hereunto executed this Amendment effective as of the date last set forth below.

Tyler Technologies, Inc.	Cypress-Fairbanks Independent School District
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____



Exhibit 1

Date Added	Product	No. of units (GPS, Activetrack, TYD)	Year One Term*	Year One Term Fees	Year Two Term Fees: 7/1/27-6/30/28	Year Three Term Fees: 7/1/28-6/30/29	Year Four Term Fees: 7/1/29-6/30/30
10/13/2022	Advanced AVL	N/A	3/1/27-6/30/27	$9,482.38	$29,585.03	$30,768.43	$31,999.16
10/13/2022	Advanced Routing	N/A	3/1/27-6/30/27	$12,173.07	$37,979.98	$39,499.18	$41,079.14
8/19/2025	Annual SaaS - TYD	50	3/1/27-6/30/27	$5,460.00	$17,035.00	$17,716.50	$18,425.00
11/5/2025	Annual SaaS - TYD	10	3/1/27-6/30/27	$1,092.00	$3,407.00	$3,543.30	$3,685.00
10/13/2022	ERS	N/A	3/1/27-6/30/27	$12,822.81	$40,007.17	$41,607.45	$43,271.75
11/27/2023	GO Data GPS	12	3/1/27-6/30/27	$1,310.88	$4,089.96	$4,253.52	$4,423.68
4/30/2024	GO Data GPS	14	3/1/27-6/30/27	$1,470.56	$4,588.08	$4,771.62	$4,962.44
9/3/2024	GO Data GPS	14	3/1/27-6/30/27	$1,529.36	$4,771.62	$4,962.44	$5,160.98
6/27/2025	GO Data GPS	4	3/1/27-6/30/27	$404.00	$1,260.48	$1,310.90	$1,363.34
11/5/2025	GO Data GPS	10	12/1/26-6/30/27	$1,838.20	$3,277.20	$3,408.30	$3,544.60
10/13/2022	MyRide Parent app	N/A	3/1/27-6/30/27	$0.00	$0.00	$0.00	$0.00
10/13/2022	My Ride	N/A	3/1/27-6/30/27	$9,191.91	$28,678.76	$29,825.91	$31,018.95
10/13/2022	Report Builder	N/A	3/1/27-6/30/27	$0.00	$0.00	$0.00	$0.00
10/13/2022	TST SaaS	N/A	3/1/27-6/30/27	$15,708.42	$49,010.27	$50,970.68	$53,009.51
10/13/2022	Annual SaaS - TYD	400	6/1/27-6/30/27	$11,464.00	$143,072.00	$148,796.00	$154,748.00
10/13/2022	Annual SaaS - TYD**	261	8/1/26-6/30/27	$82,294.82	$93,367.53	$97,104.44	$100,986.12
11/27/2023	Active Track	12	3/1/27-6/30/27	$389.40	$1,214.88	$1,263.48	$1,314.00
9/3/2024	Active Track	14	3/1/27-6/30/27	$454.30	$1,417.36	$1,474.06	$1,533.00
10/13/2022	Active Track	1018	7/1/26-6/30/27	$100,049.04	$104,049.78	$108,213.40	$112,539.90
4/30/2024	Active Track	14	3/1/27-6/30/27	$436.80	$1,362.76	$1,417.22	$1,473.92
10/13/2022	GO Data GPS	1018	7/1/26-6/30/27	$310,154.06	$322,563.48	$335,461.54	$348,878.78
9/3/2024	Annual SaaS - TYD	14	3/1/27-6/30/27	$1,528.80	$4,769.80	$4,960.62	$5,159.00
10/27/2023	Annual SaaS - TYD	75	6/1/27-6/30/27	$2,129.25	$26,573.25	$27,636.00	$28,741.50

*YEAR ONE TERM REFERS TO THE PRO-RATED TIME PERIOD TO ALIGN ALL ANNUAL RENEWAL TERMS TO JULY 1 THROUGH JUNE 30

** 75 units removed from this line item, (325 reduced to 261)

September 22, 2026

To: Chelsea Aitken, Director of Procurement Services
From: Dr. Kayne Smith, Director of Transportation Services
Subject: Tyler Technologies Agreement

Ms. Aitken,

Approval is recommended to extend the contract with Tyler Technologies (TIPS 260105) for CFISD's primary student transportation management platform.

CFISD has utilized Tyler Technologies since 2022 to manage critical transportation operations. The platform provides an end-to-end management suite, including:

- Bus routing and turn-by-turn route navigation
- Real-time GPS tracking and dispatch management
- Student ridership verification and on-board technology
- Parent/guardian notifications and automated communication tools

Tyler Technologies has proven to be a reliable and scalable solution, actively serving over 100,000 parent, guardian, and student users across its web portal and mobile application.

Extending this contract ensures operational continuity, maintains fleet safety standards, and preserves trusted communication channels with district families.

Attached is the contract renewal agreement and other supporting documents.

Thank you,

Kayne M. Smith, Ed.D.
Director of Transportation Services
Cypress-Fairbanks ISD

FILL EASEMENT
(0.6535 Acre)

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

THE STATE OF TEXAS §
§ **KNOW ALL BY THESE PRESENTS:**
COUNTY OF HARRIS §

THAT **CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**, an independent school district and political subdivision of the State of Texas ("Grantor"), for and in consideration of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, has GRANTED, SOLD, AND CONVEYED and, by these presents, does GRANT, SELL, AND CONVEY unto **HARRIS COUNTY IMPROVEMENT DISTRICT NO. 14**, a political subdivision of the State of Texas, its successors and assigns ("Grantee"), a permanent and perpetual non-exclusive easement and right-of-way (the "Easement") for the laying, construction, installation, maintenance, repair, relocation, replacement, removal, and modification of compacted fill and related slopes for lateral and subjacent support of the abutting property, and all related appurtenances (collectively, the "Facilities") across, along, under, over, upon and through that certain tract of land located in Harris County, Texas, containing 0.6535 acre, as more particularly described in **Exhibit A** and shown on **Exhibit B**, both attached hereto and incorporated herein for all purposes (the "Easement Tract").

Grantee may lay, construct, install, maintain, repair, relocate, replace, remove, and modify the Facilities across, along, under, over, upon and through the Easement Tract, and may enter upon the Easement Tract to engage in all activities as may be necessary, requisite, convenient, or appropriate in connection therewith. Grantee's rights shall include, without limitation, the right to clear and remove trees, growth, shrubbery, and other improvements from within the Easement Tract and the right to bring and operate such equipment on the Easement Tract as may be necessary, requisite, convenient, or appropriate to effectuate the purposes for which the Easement is granted. Subject to the rights granted to Grantee herein, Grantee will, at all times after doing any work in connection with the Easement, restore the surface of the Easement Tract as nearly as reasonably practicable to substantially its condition prior to the undertaking of such work; provided, however, Grantee shall not be obligated to replace or restore any trees, growth, shrubbery, or other improvements or obstructions removed from within the Easement Tract in connection with the construction, installation, repair, maintenance,

relocation, replacement, removal, modification, placement, protection, or stabilization of the Facilities or that interfere with Grantee's use of the Easement Tract for the purposes set forth herein. Grantee shall remove, at Grantee's expense, any dirt, earth, or other material excavated from the Easement Tract in connection with Grantee's construction or maintenance of the Facilities that is not used in connection with Grantee's activities hereunder.

Subject to the limitations set forth herein, Grantor expressly reserves the right to the use and enjoyment of the surface of the Easement Tract for any and all purposes; provided, however, such use and enjoyment of the surface of the Easement Tract shall not interfere with, obstruct, or restrict the full and complete use and enjoyment of the Easement for the purposes set forth herein. Notwithstanding anything herein to the contrary, Grantor shall not, without the prior written consent of Grantee, (i) construct or place or allow to be constructed or placed, any fences, houses, buildings, structures, pavement, or other above-ground improvements or other obstructions, whether temporary or permanent, or plant or locate any trees, vegetation, or shrubs on the Easement Tract; (ii) install or permit the installation of pipelines or other underground facilities within the Easement Tract; (iii) dedicate other easements within the Easement Tract; or (iv) change the grade over the Facilities constructed under the Easement Tract. If Grantor constructs, places, installs (or otherwise permits the construction, placement, or installation of) any obstruction that interferes with, obstructs, or restricts Grantee's full and complete use and enjoyment of the Easement for the purposes set forth herein, Grantee shall have the right to prevent or remove such obstruction, at Grantor's sole cost and expense, without any obligation to restore the same or any liability to Grantor or Grantor's successors and assigns.

Grantor reserves all oil, gas, and other minerals in, on, or under the Easement Tract, but waives all right to use the surface of the Easement Tract for, and all rights of ingress and egress for, the purpose of exploring, developing, mining, or drilling for the same; provided, however, that nothing herein shall prohibit or in any manner restrict the right of Grantor to extract oil, gas, and other minerals from and under the Easement Tract by directional drilling or other means that does not interfere with or disturb the surface of the Easement Tract or Grantee's use of the Easement Tract for the purposes set forth herein.

This conveyance is further made subject to any and all restrictions, covenants, easements, rights-of-way, encumbrances, and mineral or royalty reservations or interests affecting the Easement Tract and appearing of record in the Official Public Records of Real Property of Harris County, Texas, to the extent in effect and validly enforceable against the Easement Tract (the "Permitted Encumbrances"); provided, however, to the extent that Grantor has the ability to enforce any of the Permitted Encumbrances, Grantor will not do so in a manner that would unreasonably prejudice or interfere with Grantee's exercise of its rights in the Easement and use of the Easement Tract for the purposes set forth herein.

TO HAVE AND TO HOLD, subject to the matters set forth herein and the Permitted Encumbrances, the Easement, together with, all and singular, the rights and appurtenances thereto in any wise belonging, including all necessary rights to ingress, egress, and regress, unto Grantee, its successors and assigns, forever. Grantor does hereby bind itself and its successors and assigns to WARRANT AND FOREVER DEFEND, all and singular, the Easement and right-of-way and other rights described herein unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through, or under Grantor, but not otherwise.

The covenants and agreements contained herein shall run with the land and shall inure to the benefit of and shall be binding upon Grantor and Grantee and their respective successors and assigns.

The prevailing party in any suit, action, or other proceeding instituted in connection with any controversy arising out of this instrument or the Easement shall be entitled to recover its reasonable attorneys' fees from the other party.

The individual signing this instrument on behalf of Grantor represents that he/she has the requisite authority to bind Grantor.

Neither party's failure to insist on strict performance of any part of this instrument shall be construed as a waiver of the performance in any other instance.

This instrument shall be interpreted and construed in accordance with the laws of the State of Texas, without regard to conflict of laws, principles, and venue for any suit, action, or proceeding instituted in connection with any controversy arising out of this instrument or the Easement shall be the state courts situated in Harris County, Texas.

This instrument may be executed in multiple counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one instrument.

Grantee's address is c/o Allen Boone Humphries Robinson LLP, 3200 Southwest Freeway, Suite 2400, Houston, Texas 77027.

[Signature pages follow this page.]

EXECUTED this _____ day of _____, 2026.

GRANTOR:

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

By: _____
Name: _____
Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 2026, by _____, _____ of CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

(NOTARY SEAL)

_____
Notary Public, State of Texas

EXECUTED by Grantee on the date set forth in the acknowledgment below, but AGREED to, ACCEPTED, and EFFECTIVE as of the date executed by Grantor.

GRANTEE:

HARRIS COUNTY IMPROVEMENT DISTRICT NO. 14

By: _____
Name: _____
Title: _____

ATTEST:

By: _____
Name: _____
Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the _____ day of _____, 2026, by _____, _____, and _____, _____, of the Board of Directors of HARRIS COUNTY IMPROVEMENT DISTRICT NO. 14, a political subdivision of the State of Texas, on behalf of said political subdivision.

(NOTARY SEAL)

_____
Notary Public, State of Texas

Attachments:
Exhibit A – Description of the Easement Tract
Exhibit B – Sketch of the Easement Tract

After recording, please return to:
Allen Boone Humphries Robinson LLP
3200 Southwest Freeway, Suite 2600
Houston, Texas 77027
Attention: Real Estate Department

DUNHAM POINTE SEC 28 JOB NO. 16093-10
0.6535 ACRES SEPTEMBER 25, 2026
PROPOSED 20 FOOT WIDE FILL EASEMENT

DESCRIPTION OF A 0.6535 ACRE TRACT OF LAND SITUATED
IN THE J. W. MOODY SURVEY, ABSTRACT NO. 547
HARRIS COUNTY, TEXAS

BEING a 0.6535 acre (28,465 square feet) tract of land situated in the J. W. Moody Survey, Abstract No. 547 of Harris County, Texas and being a portion of a remainder of a called 146.0 acre tract of land as described in an instrument to Cypress-Fairbanks ISD recorded under File Number (F.N.) RP-2019-35174 of the Official Public Records of Real Property of Harris County (O.P.R.R.P.H.C.), said 0.6535 acre tract of land described by metes and bounds as follows, with all bearings based on the Texas Coordinate System of 1983 (NAD83), South Central Zone 4204 and referenced to monuments found along the Southwest right-of-way line of Mound Road (100 foot width) as shown on JACK ROAD AND MOUND ROAD STREET DEDICATION, a subdivision per plat recorded under Film Code Number 703208 of the Harris County Map Records:

BEGINNING at a 3/4-inch iron rod with cap stamped “BGE INC” found on the Southwest right-of-way line of said Mound Road for the Northerly Northeast corner of a called 121.0 acre tract of land as described in an instrument to Dunham Pointe Development LLC recorded under F.N. RP-2025-477704 of the O.P.R.R.P.H.C. and the Easterly Southeast corner of the herein described tract;

THENCE, S 58°28'06" W, a distance of 510.14 feet along and with a North line of said 121.0 acre tract to a 3/4-inch iron rod with cap stamped “BGE INC” found for an interior corner of said 121.0 acre tract and the Southerly Southeast corner of the herein described tract;

THENCE, S 87°33'33" W, a distance of 918.24 feet continuing along and with a North line of said 121.0 acre tract to the Southwest corner of the herein described tract, from which a 3/4-inch iron rod with cap stamped “BGE INC” found for the Northwest corner of said 121.0 acre tract bears S 87°33’33”W, 20.00 feet;

THENCE, over and across said 146.0 acre, the following courses and distances:

N 02°25'44" W, a distance of 20.00 feet to the Northwest corner of the herein described tract;

N 87°33'33" E, a distance of 913.04 feet to an interior corner of the herein described tract;

N 58°28'06" E, a distance of 505.11 feet to the beginning of a non-tangent curve to the left, from which its center bears N 59°23'08" E, 1,250.00 feet and the Northeast corner of the herein described tract, lying on the Southwest right-of-way line of said Mound Road, from which a 3/4-inch iron rod with cap stamped “BGE INC” found in a Northwesterly direction, along and with said Southwest right-of-way line and a curve to the right, an arc distance of 329.82 feet, having a radius of 1,250.00 feet, a central angle of 15°07'04" and chord which bears N 23°03'20" W, 328.86 feet for a point of tangency, lying on the Southwest right-of-way line of said Mound Road;

DUNHAM POINTE SEC 28 JOB NO. 16093-10
0.6535 ACRES SEPTEMBER 25, 2026
PROPOSED 20 FOOT WIDE FILL EASEMENT

THENCE, in a Southeasterly direction, along and with said Southwest right-of-way line and said curve to the left, an arc distance of 20.00 feet, having a radius of 1,250.00 feet, a central angle of 00°55'00" and chord which bears S 31°04'22" E, 20.00 feet to the **POINT OF BEGINNING** and containing 0.6535 acres (28,465 square feet) of land.

The above description is not to be used for fee conveyance.

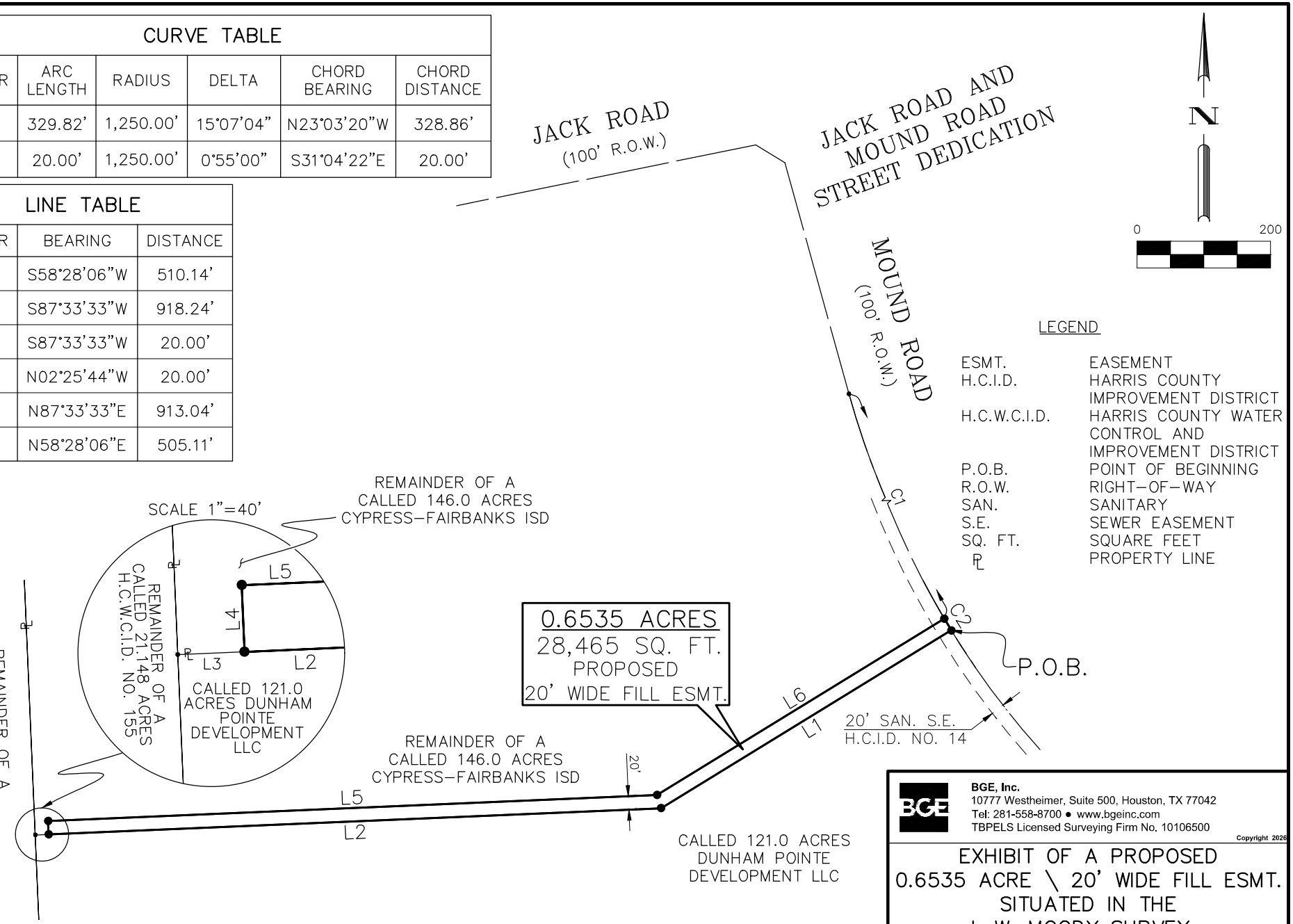


Austin Woo RPLS No. 6852
BGE, Inc.
10777 Westheimer Road, Suite 500
Houston, Texas 77042
Telephone: (281) 558-8700
TBPELS Licensed Surveying Firm No. 10106500
Email: awoo@bgeinc.com

Exhibit B - Sketch of the Easement Tract

CURVE TABLE					
NUMBER	ARC LENGTH	RADIUS	DELTA	CHORD BEARING	CHORD DISTANCE
C1	329.82'	1,250.00'	15°07'04"	N23°03'20"W	328.86'
C2	20.00'	1,250.00'	0°55'00"	S31°04'22"E	20.00'

LINE TABLE		
NUMBER	BEARING	DISTANCE
L1	S58°28'06"W	510.14'
L2	S87°33'33"W	918.24'
L3	S87°33'33"W	20.00'
L4	N02°25'44"W	20.00'
L5	N87°33'33"E	913.04'
L6	N58°28'06"E	505.11'



NOTE: THIS EXHIBIT IS FOR GRAPHICAL PURPOSES ONLY IN RELATION TO THE PROPOSED EASEMENT(S) SHOWN HEREON AND MAY NOT SHOW ALL RECORDED EASEMENTS OR OTHER ENCUMBRANCES THAT AFFECT THE SUBJECT TRACT. THIS IS NOT A BOUNDARY SURVEY NOR SHALL IT BE CONSTRUED IN ANY WAY AS A BOUNDARY SURVEY.

BGE, Inc.
10777 Westheimer, Suite 500, Houston, TX 77042
Tel: 281-558-8700 • www.bgeinc.com
TBPELS Licensed Surveying Firm No. 10106500

Copyright 2026

EXHIBIT OF A PROPOSED 0.6535 ACRE \ 20' WIDE FILL ESMT. SITUATED IN THE J. W. MOODY SURVEY, ABSTRACT NO. 547 HARRIS COUNTY, TEXAS

Scale:	Job No.:	Date:	Drawing:
1" = 200'	16093-10	09-2026	1 OF 1

O:\00016093-10\SV\04_Finals\01_Drawings\0_6535EX1.dwg, 9/28/2026 1:39 PM, Asara Wanaguru

PARTIAL ABSTRACT OF TITLE:

OWNERSHIP & LIENS

Certificate No.: HCI-19140

THE INFORMATION PROVIDED IN THIS CERTIFICATE APPLIES TO THE FOLLOWING TRACT(S):

That certain proposed 20' wide fill easement, being a 0.6535 of one acre tract of land, situated in the J.W. Moody Survey, Abstract No. 547, Harris County, Texas, being a portion of the remainder of a called 146.0 acre tract of land as described in an instrument to Cypress-Fairbanks ISD as recorded under File No. RP-2019-35174 in the Official Public Records of Real Property of Harris County, Texas.

CURRENT OWNER(S)	ADDRESS	% INT.
Cypress-Fairbanks Independent School District	10300 Jones Road, Suite 401, Houston, TX 77065	100%

CURRENT DEED(S):

the most recent record of title found in the public records of the Harris County Clerk's office:

A Special Warranty Deed In Lieu of Condemnation from Dunham Pointe Development LLC to Cypress-Fairbanks Independent School District, executed to be effective as of January 25, 2019 and filed for public record on January 28, 2019 under File No. RP-2019-35174 in the Official Public Records of Real Property of Harris County, Texas.

THIS PROPERTY IS SUBJECT TO THE FOLLOWING LIEN(S):

None

THE COUNTY TAX IDENTIFICATION NUMBER(S): 043-213-000-0253
CURRENT TAXPAYER: Cypress Fairbanks ISD

REMARKS:

This report is based on documentation filed with the Harris County Clerk's records through October 1, 2026. It neither grants nor warrants title.

Completed on October 6, 2026 by:	Rebecca K. Asch / Rapid Research, Inc.
	22727 Williamschase Drive
	Katy, TX 77449
	rapidresearchinc@gmail.com

"Limitation of Liability: Rapid Research, Inc. shall make every concerted effort to provide complete and accurate information to their clients based on information provided by public records and makes no warranty, express, implied or statutory concerning the contents of this report. The liability of Rapid Research, Inc. concerning the information contained herein shall not exceed the cost of the services and productions contained in this report, whether in contract, tort, or otherwise. No warranty whatsoever, express, implied or statutory, is provided as to the accountability, uniformity, or marketability of the information provided herein for compensation."

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS	§	

THAT FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas (being referred to herein as "Grantor," whether one or more) does hereby grant, sell, and convey unto the NORTH HARRIS COUNTY REGIONAL WATER AUTHORITY (the "Authority"), a governmental agency and body politic and corporate situated in Harris County, Texas, and having a mailing address of 3648 Cypress Creek Parkway, Suite 110, Houston, Texas 77068, Attention: General Manager, its successors and assigns, a temporary construction easement (the "Temporary Construction Easement") over, on, across, and under the parcel of land described in Exhibit "A" attached hereto, for the purpose of providing a work area for the Authority, its agents, contractors, subcontractors, and its and their employees for the construction of an underground pipeline for the transportation of water, together with appurtenances thereto an equipment ancillary to the operation thereof, and allowing the Authority, its agents, contractors, subcontractors, and its and their employees such access to such work area as described in said Exhibit "A" for such construction.

Grantor shall not do, or permit to be done, by act or omission, anything that interferes with the Authority's use of the Temporary Construction Easement for the purposes described above.

The Authority hereby agrees to restore the Temporary Construction Easement to as near the original condition as is reasonably practicable.

The Authority's rights in and to the Temporary Construction Easement, and its right to use the same, shall expire upon completion of construction or twenty-four (24) months from the conclusion of the original Temporary Construction Easement granted to the Authority, which is set to conclude on November 11, 2026, whichever occurs first.

This agreement shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns, as applicable, of Grantor and the Authority. The rights granted to the Authority (and the obligations of the Authority hereunder) may be assigned in whole or in part by the Authority.

TO HAVE AND TO HOLD said Temporary Construction Easement unto the Authority, its successors and assigns, for the period set forth herein.

[SIGNATURE PAGES TO FOLLOW]

IN WITNESS WHEREOF, Grantor has hereunto set his/her hand this ___ day of _____, 20___.

GRANTOR

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision in the State of Texas

By: _____

Name: _____

Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 20___, by _____, _____ of Cypress-Fairbanks Independent School District, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

(NOTARY SEAL)

_____
Notary Public's Signature

EXHIBIT A

TRACT 37E-31 TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)
METES AND BOUNDS OF
0.0552 ACRES OF LAND SITUATED IN THE
T. J. STANSBURY SURVEY, ABSTRACT NO. 710
HARRIS COUNTY, TEXAS

Being a tract of land containing 0.0552 acres (2,403 square feet) situated in the T. J. Stansbury Survey, Abstract No. 710 in Harris County, Texas. Said 0.0552-acre tract being out of Restricted Reserve "A" (Restricted To School Use Only) in Block 1 of Cypress-Fairbanks I.S.D. Educational Campus, a subdivision according to the map thereof recorded at Film Code No. 567111 of the Harris County Map Records in said Harris County (H.C.M.R.), Texas. Said Restricted Reserve "A" containing 178.223 acres conveyed unto Cypress Fairbanks Independent School District by deed recorded under Harris County Clerk's File No. U389357 on 05/09/2000, and deed recorded under Harris County Clerk's File No. V068587 on 05/18/2001, both of the Official Public Records for Real Property in said Harris County (H.C.O.P.R.R.P.), Texas. Said 0.0552-acre tract being more particularly described by metes and bounds as follows; all bearings are referenced to the Texas Coordinate System of 1983, South Central Zone 4204-NAD83 Datum:

BEGINNING at a 5/8-inch iron rod, found with cap stamped "STV", for the southeast corner of said tract herein described. Said **POINT OF BEGINNING** having grid coordinate values, North = 13,915,012.42 and East = 3,018,359.98. Said point lying in the east line of said Restricted Reserve "A" and the west right-of-way (ROW) line of a public road commonly known as Woods Spillane Boulevard (100 feet wide per Film Code No. 645096, H.C.M.R.). Said point being at the northeast corner of a 20 foot wide Water Line Easement (WLE) as described by separate instrument;

THENCE (L1) South 88°14'15" West, over and across said Restricted Reserve "A", along the north line of said WLE and along a line that is parallel to and located 20 feet north of the north ROW line of a public road commonly known as said Spillane Robinson Boulevard (100 feet wide per Film Code No. 645096, H.C.M.R.), a distance of 59.68 feet, to a point for the southwest corner of said tract herein described;

THENCE (L2) North 01°45'45" West, along a line that is parallel to and 60 feet west of the west ROW line of said Wood Spillane Boulevard, a distance of 40.00 feet, to a point for the northwest corner of said tract herein described;

THENCE (L3) North 88°14'15" East, a distance of 60.00 feet, to a point for the northeast corner of said tract herein described. Said point lying in the east line of said Restricted Reserve "A" and the west ROW line of said Woods Spillane Boulevard;

37E-31 TCE CONTINUED

THENCE (L4) South 02°03'45" East, along the east line of said Restricted Reserve "A" and the west ROW line of said Woods Spillane Boulevard, a distance of 34.87 feet, to a point for corner of said tract herein described, from whence a 5/8-inch iron rod found in the west line of said Woods Spillane Boulevard bears South 02°03'45" East, a distance of 1492.99 feet. Said point lying in a curve to the right with a radius of 25.00 feet;

THENCE (C1) in a southwesterly direction along the east line of said Restricted Reserve "A" and the westerly ROW line of said Woods Spillane Boulevard and along said curve to the right, having a central angle of 11°50'13", a chord bearing South 03°51'22" West, a chord distance of 5.16 feet, an arc length of 5.16 feet to the **POINT OF BEGINNING** and containing 2,403 square feet or 0.0552 acres of land.

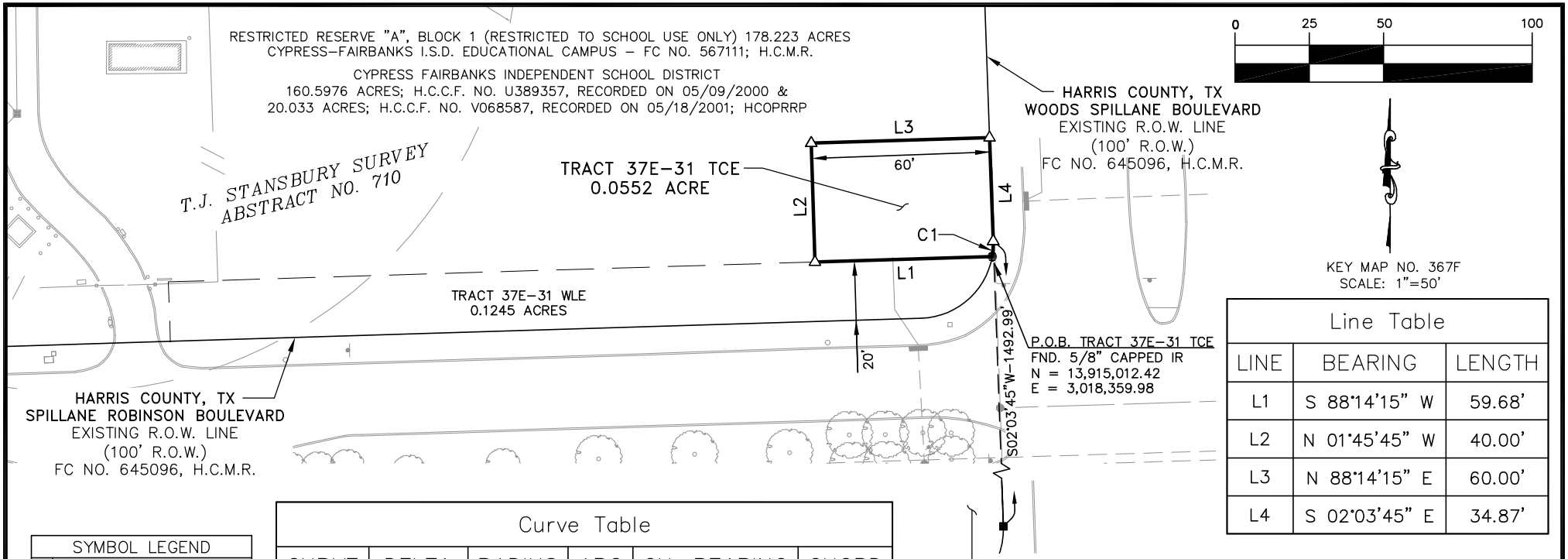
Distances are surface and may be converted to grid by multiplying by a scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

A parcel map of even date (05/29/2024) was prepared in conjunction with this property description.

Joel D. Hiller
Registered Professional Land Surveyor No. 5522
CP&Y DBA STV Infrastructure
Texas Firm No. 10194115
11757 Katy Freeway, Suite 1540
Houston, Texas 77079
(713) 532-1730

Date: May 29, 2024





Line Table		
LINE	BEARING	LENGTH
L1	S 88°14'15" W	59.68'
L2	N 01°45'45" W	40.00'
L3	N 88°14'15" E	60.00'
L4	S 02°03'45" E	34.87'

SYMBOL LEGEND	
■	FND 5/8" IR. (C.M.)
●	FND 5/8" CAPPED IR. STAMPED "STV"
△	CALCULATED POINT

Curve Table					
CURVE	DELTA	RADIUS	ARC	CH. BEARING	CHORD
C1	11°50'13"	25.00'	5.16'	S 3°51'22" W	5.16'

SURVEYOR'S CERTIFICATION:

I, JOEL D. HILLER HEREBY CERTIFY THAT THIS MAP CORRECTLY REPRESENTS THE FACTS FOUND AS A RESULT OF AN ACTUAL SURVEY CONDUCTED UNDER MY SUPERVISION.

JOEL D. HILLER, R.P.L.S. NO. 5522

STATE OF TEXAS
REGISTERED
JOEL D. HILLER
5522
PROFESSIONAL
LAND SURVEYOR

LEGEND

AE	ACCESS EASEMENT
AER	AERIAL EASEMENT
B.L.	BUILDING SETBACK LINE
BRS	BEARS
CF No.	CLERK'S FILE NUMBER
C.M.	CONTROL MONUMENT
DE	DRAINAGE EASEMENT
ESMT.	EASEMENT
FC No.	FILM CODE
FND	FOUND
H.C.C.F.	HARRIS COUNTY CLERK'S FILE NUMBER
HCDR	HARRIS COUNTY DEED RECORDS
H.C.M.R.	HARRIS COUNTY MAP RECORDS
HCOPRRP	HARRIS COUNTY OFFICIAL PUBLIC RECORDS OF REAL PROPERTY
IR	IRON ROD
PG	PAGE
PL	PROPERTY LINE
POB	POINT OF BEGINNING
POC	POINT OF COMMENCING
PROP.	PROPOSED
R.O.W.	RIGHT-OF-WAY
SQ. FT.	SQUARE FEET
SSE	SANITARY SEWER EASEMENT
STM SE	STORM SEWER EASEMENT
UE	UTILITY EASEMENT
VOL	VOLUME
WLE	WATER LINE EASEMENT

NOTES

1) THE COORDINATES AND BEARINGS SHOWN HEREON ARE BASED UPON TEXAS SOUTH CENTRAL ZONE NO. 4204, STATE PLANE GRID COORDINATES (NAD83). DISTANCES ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

2) PROPERTY APPEARS VESTED IN CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT BY DEEDS RECORDED UNDER HARRIS COUNTY CLERK'S FILE NO. U389357 & V068587.

3) THIS MAP IS ACCOMPANIED BY METES AND BOUNDS DESCRIPTION PREPARED BY THIS SURVEYOR DATED 05-29-2024.

4) THIS SURVEY WAS PREFORMED WITHOUT THE BENEFIT OF A CURRENT TITLE COMMITMENT. DEED ABSTRACTING WAS PROVIDED BY TITLE HOUSTON HOLDINGS (GF NO. 7910-23-5902).

EXHIBIT MAP
TRACT 37E-31 TCE
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0552 ACRES OF LAND SITUATED IN THE
T.J. STANSBURY SURVEY, ABSTRACT NO. 710
IN HARRIS COUNTY, TEXAS

JOB NO.: NHCR2200055.02	SHEET: 3 OF 3	DATE: 05-29-2024
DRAWN BY: SWIM	SCALE: 1" = 50'	CHECKED BY: J.D.H.

stv
11757 Katy Freeway, Suite 1540,
Houston, Texas 77079
773.532.1730 - TBPELS 10194115

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS	§	

THAT FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas (being referred to herein as "Grantor," whether one or more) does hereby grant, sell, and convey unto the NORTH HARRIS COUNTY REGIONAL WATER AUTHORITY (the "Authority"), a governmental agency and body politic and corporate situated in Harris County, Texas, and having a mailing address of 3648 Cypress Creek Parkway, Suite 110, Houston, Texas 77068, Attention: General Manager, its successors and assigns, a temporary construction easement (the "Temporary Construction Easement") over, on, across, and under the parcel of land described in Exhibit "A" attached hereto, for the purpose of providing a work area for the Authority, its agents, contractors, subcontractors, and its and their employees for the construction of an underground pipeline for the transportation of water, together with appurtenances thereto an equipment ancillary to the operation thereof, and allowing the Authority, its agents, contractors, subcontractors, and its and their employees such access to such work area as described in said Exhibit "A" for such construction.

Grantor shall not do, or permit to be done, by act or omission, anything that interferes with the Authority's use of the Temporary Construction Easement for the purposes described above.

The Authority hereby agrees to restore the Temporary Construction Easement to as near the original condition as is reasonably practicable.

The Authority's rights in and to the Temporary Construction Easement, and its right to use the same, shall expire upon completion of construction or twenty-four (24) months from the conclusion of the original Temporary Construction Easement granted to the Authority, which is set to conclude on November 11, 2026, whichever occurs first.

This agreement shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns, as applicable, of Grantor and the Authority. The rights granted to the Authority (and the obligations of the Authority hereunder) may be assigned in whole or in part by the Authority.

TO HAVE AND TO HOLD said Temporary Construction Easement unto the Authority, its successors and assigns, for the period set forth herein.

[SIGNATURE PAGES TO FOLLOW]

IN WITNESS WHEREOF, Grantor has hereunto set his/her hand this ___ day of _____, 20___.

GRANTOR

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision in the State of Texas

By: _____

Name: _____

Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 20___, by _____, _____ of Cypress-Fairbanks Independent School District, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

(NOTARY SEAL)

_____
Notary Public's Signature

EXHIBIT A

TRACT 37E-32 TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)
METES AND BOUNDS OF
0.1599 ACRES OF LAND SITUATED IN THE
T. J. STANSBURY SURVEY, ABSTRACT NO. 710
HARRIS COUNTY, TEXAS

Being a tract of land containing 0.1599 acres (6,966 square feet) situated in the T. J. Stansbury Survey, Abstract No. 710 in Harris County, Texas. Said 0.1599-acre tract being out of Restricted Reserve "A" (Restricted To School Use Only) in Block 1 of Cypress-Fairbanks I.S.D. Educational Campus, a subdivision according to the map thereof recorded at Film Code No. 567111 of the Harris County Map Records in said Harris County (H.C.M.R.), Texas. Said Restricted Reserve "A" containing 178.223 acres conveyed unto Cypress Fairbanks Independent School District by deed recorded under Harris County Clerk's File No. U389357 on 05/09/2000, and deed recorded under Harris County Clerk's File No. V068587 on 05/18/2001, both of the Official Public Records for Real Property in said Harris County (H.C.O.P.R.R.P.), Texas. Said 0.1599-acre tract being more particularly described by metes and bounds as follows; all bearings are referenced to the Texas Coordinate System of 1983, South Central Zone 4204-NAD83 Datum:

BEGINNING at a 5/8-inch iron rod, found with cap stamped "STV", for the southeast corner of said tract herein described. Said **POINT OF BEGINNING** having grid coordinate values, North = 13,913,499.04 and East = 3,018,369.98. Said point being the southwest corner of a 0.6396 acre, 20 foot wide Waterline Easement (WLE) proposed by a separate instrument. Said point lying in the north right-of-way line of a public road known as Jarvis Road (100 feet wide per Film Code No. 567111, H.C.M.R. and Volume 7269, Page 86, H.C.D.R.);

THENCE (L-1) South 87°55'45 West, with the south line of said Restricted Reserve "A" tract and the north line of said Jarvis Road, a distance of 5.00 feet to a point for the southwest corner of said tract herein described;

THENCE (L-2) North 02°03'45" West, over and across said Restricted Reserve "A" with a line parallel to and located 50 feet west of the west right-of-way line of a public road known as Woods Spillane Boulevard (100 feet wide per Film Code No. 645096, H.C.M.R.), a distance of 1393.13 feet to a point for the northwest corner of said tract herein described. Said point lying in the south right-of-way line of a public road known as Spillane Robinson Boulevard (100 feet wide per Film Code No. 645096, H.C.M.R.);

THENCE (L-3) North 88°14'15" East, along the north line of said Restricted Reserve "A" and along the south line of said Spillane Robinson Boulevard, a distance of 5.00 feet to a 5/8-inch iron rod, found with cap stamped "STV", for the northeast corner of said tract herein described. Said point being the northwest corner of said WLE.

37E-32 TCE CONTINUED

THENCE (L-4) South 02°03'45" East, over and across said Restricted Reserve "A", along the west line of said WLE and with a line parallel to and located 45 feet west of the west right-of-way line of said Woods Spillane Boulevard, a distance of 1393.10 feet to the **POINT OF BEGINNING** and containing 6,966 square feet or 0.1599 acres of land.

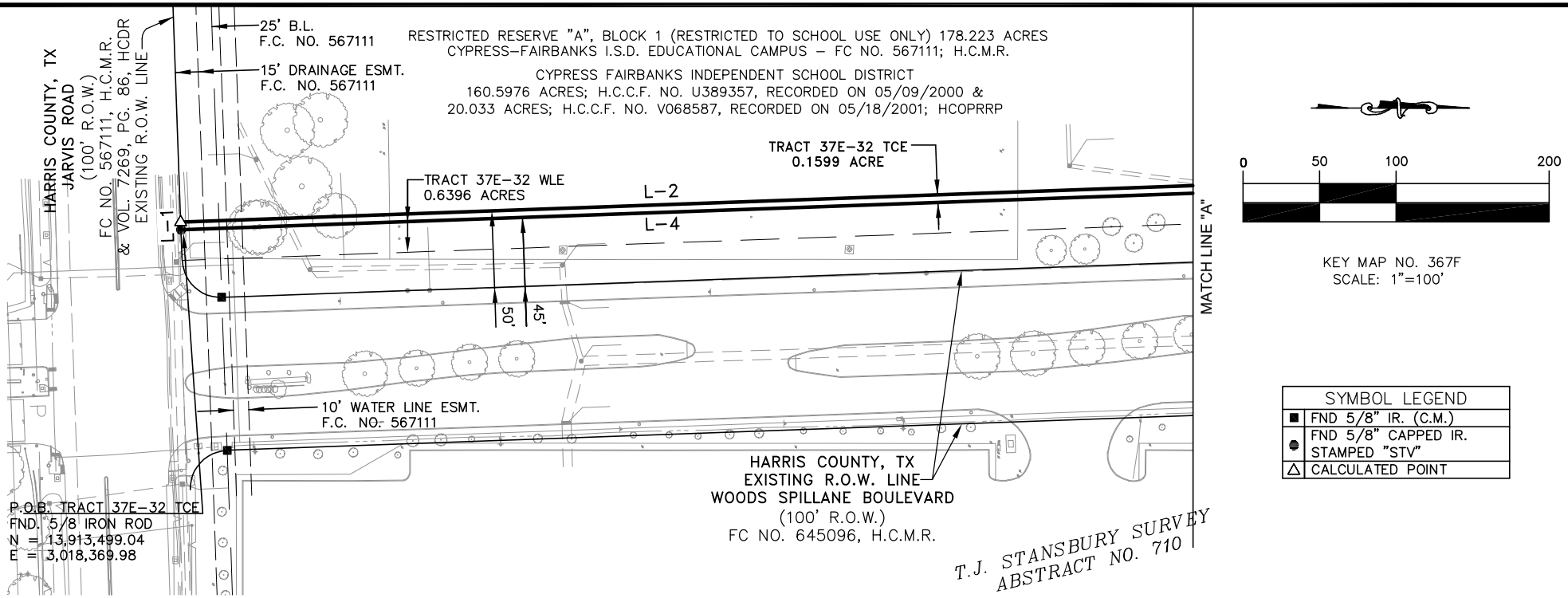
A parcel map of even date (05/03/2024) was prepared in conjunction with this property description.

Distances are surface and may be converted to grid by multiplying by a scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

Joel D. Hiller
Registered Professional Land Surveyor No. 5522
CP&Y DBA STV Infrastructure
Texas Firm No. 10194115
11757 Katy Freeway, Suite 1540
Houston, Texas 77079
(713) 532-1730



Date: May 3, 2024



KEY MAP NO. 367F
SCALE: 1"=100'

SYMBOL LEGEND	
■	FND 5/8" IR. (C.M.)
●	FND 5/8" CAPPED IR. STAMPED "STV"
△	CALCULATED POINT

LINE TABLE		
LINE NO.	BEARING	DISTANCE
L-1	S87°55'45"W	5.00'
L-2	N02°03'45"W	1393.13'
L-3	N88°14'15"E	5.00'
L-4	S02°03'45"E	1393.10'

SURVEYOR'S CERTIFICATION:

I, JOEL D. HILLER HEREBY CERTIFY THAT THIS MAP CORRECTLY REPRESENTS THE FACTS FOUND AS A RESULT OF AN ACTUAL SURVEY CONDUCTED UNDER MY SUPERVISION.

JOEL D. HILLER, R.P.L.S. NO. 5522

STATE OF TEXAS
REGISTERED
JOEL D. HILLER
5522
PROFESSIONAL
LAND SURVEYOR

LEGEND

AE	ACCESS EASEMENT
AER	AERIAL EASEMENT
B.L.	BUILDING SETBACK LINE
BRS	BEARS
CF No.	CLERK'S FILE NUMBER
C.M.	CONTROL MONUMENT
DE	DRAINAGE EASEMENT
ESMT.	EASEMENT
FC No.	FILM CODE
FND	FOUND
H.C.C.F.	HARRIS COUNTY CLERK'S FILE NUMBER
HCDR	HARRIS COUNTY DEED RECORDS
H.C.M.R.	HARRIS COUNTY MAP RECORDS
HCOPRRP	HARRIS COUNTY OFFICIAL PUBLIC RECORDS OF REAL PROPERTY
IR	IRON ROD
PG	PAGE
PL	PROPERTY LINE
POB	POINT OF BEGINNING
POC	POINT OF COMMENCING
PROP.	PROPOSED
R.O.W.	RIGHT-OF-WAY
SQ. FT.	SQUARE FEET
SSE	SANITARY SEWER EASEMENT
STM SE	STORM SEWER EASEMENT
UE	UTILITY EASEMENT
VOL	VOLUME
WLE	WATER LINE EASEMENT

NOTES

1) THE COORDINATES AND BEARINGS SHOWN HEREON ARE BASED UPON TEXAS SOUTH CENTRAL ZONE NO. 4204, STATE PLANE GRID COORDINATES (NAD83). DISTANCES ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

2) PROPERTY APPEARS VESTED IN CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT BY DEEDS RECORDED UNDER HARRIS COUNTY CLERK'S FILE NO. U389357 & V068587.

3) THIS MAP IS ACCOMPANIED BY METES AND BOUNDS DESCRIPTION PREPARED BY THIS SURVEYOR DATED 05-03-2024.

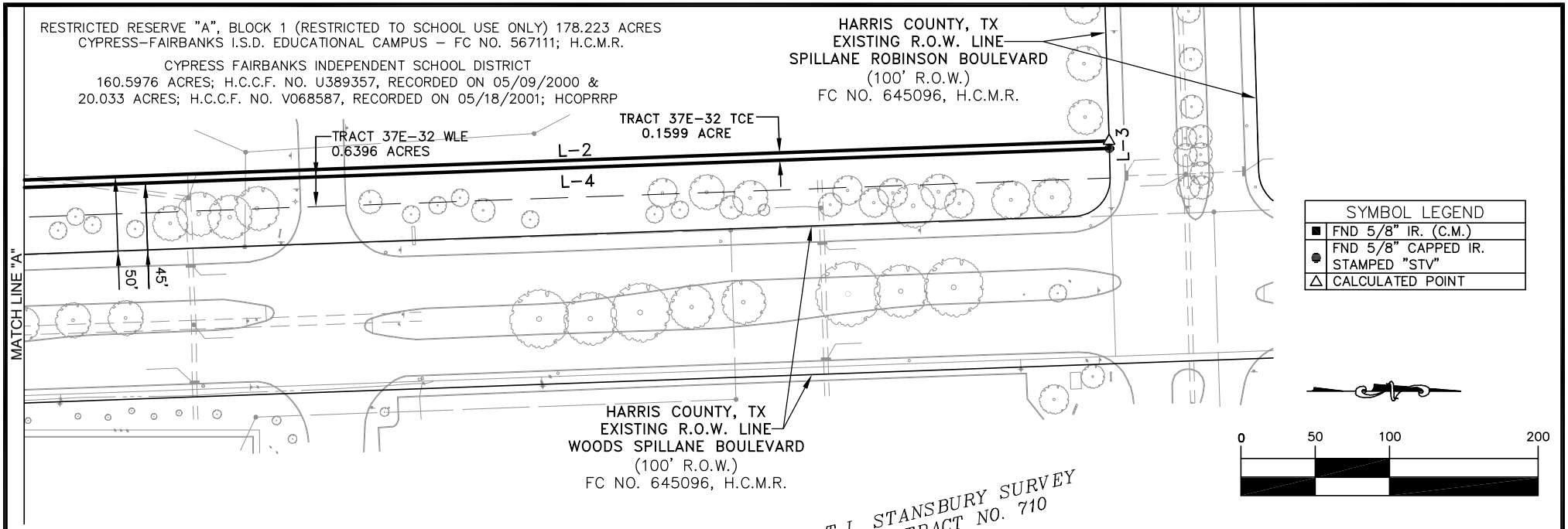
4) THIS SURVEY WAS PREFORMED WITHOUT THE BENEFIT OF A CURRENT TITLE COMMITMENT. DEED ABSTRACTING WAS PROVIDED BY TITLE HOUSTON HOLDINGS (GF NO. 7910-23-5903).

EXHIBIT MAP
TRACT 37E-32 TCE
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.1599 ACRES OF LAND SITUATED IN THE
T. J. STANSBURY SURVEY, ABSTRACT NO. 710
IN HARRIS COUNTY, TEXAS

JOB NO.: NHCR2200055.02	SHEET: 3 OF 4	DATE: 05-03-2024
DRAWN BY: SWIM	SCALE: 1" = 100'	CHECKED BY: J.D.H.

stv
11757 Katy Freeway, Suite 1540,
Houston, Texas 77079
773.532.1730 - TBPELS 10194115



KEY MAP NO. 367F
SCALE: 1"=100'

LINE TABLE		
LINE NO.	BEARING	DISTANCE
L-1	S87°55'45"W	5.00'
L-2	N02°03'45"W	1393.13'
L-3	N88°14'15"E	5.00'
L-4	S02°03'45"E	1393.10'

LEGEND

AE	ACCESS EASEMENT
AER	AERIAL EASEMENT
B.L.	BUILDING SETBACK LINE
BRS	BEARS
CF No.	CLERK'S FILE NUMBER
C.M.	CONTROL MONUMENT
DE	DRAINAGE EASEMENT
ESMT.	EASEMENT
FC No.	FILM CODE
FND	FOUND
H.C.C.F.	HARRIS COUNTY CLERK'S FILE NUMBER
HCDR	HARRIS COUNTY DEED RECORDS
H.C.M.R.	HARRIS COUNTY MAP RECORDS
HCOPRRP	HARRIS COUNTY OFFICIAL PUBLIC RECORDS OF REAL PROPERTY
IR	IRON ROD
PG	PAGE
PL	PROPERTY LINE
POB	POINT OF BEGINNING
POC	POINT OF COMMENCING
PROP.	PROPOSED
R.O.W.	RIGHT-OF-WAY
SQ. FT.	SQUARE FEET
SSE	SANITARY SEWER EASEMENT
STM SE	STORM SEWER EASEMENT
UE	UTILITY EASEMENT
VOL	VOLUME
WLE	WATER LINE EASEMENT

NOTES

1) THE COORDINATES AND BEARINGS SHOWN HEREON ARE BASED UPON TEXAS SOUTH CENTRAL ZONE NO. 4204, STATE PLANE GRID COORDINATES (NAD83). DISTANCES ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

2) PROPERTY APPEARS VESTED IN CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT BY DEEDS RECORDED UNDER HARRIS COUNTY CLERK'S FILE NO. U389357 & V068587.

3) THIS MAP IS ACCOMPANIED BY METES AND BOUNDS DESCRIPTION PREPARED BY THIS SURVEYOR DATED 05-03-2024.

4) THIS SURVEY WAS PREFORMED WITHOUT THE BENEFIT OF A CURRENT TITLE COMMITMENT. DEED ABSTRACTING WAS PROVIDED BY TITLE HOUSTON HOLDINGS (GF NO. 7910-23-5903).

EXHIBIT MAP
TRACT 37E-32 TCE
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.1599 ACRES OF LAND SITUATED IN THE
T. J. STANSBURY SURVEY, ABSTRACT NO. 710
IN HARRIS COUNTY, TEXAS

JOB NO.: 2023-215-20	SHEET: 4 OF 4	DATE: 05-03-2024
DRAWN BY: SWIM	SCALE: 1" = 100'	CHECKED BY: J.D.H.

stv
11757 Katy Freeway, Suite 1540,
Houston, Texas 77079
773.532.1730 - TBPELS 10194115

Property Acquisition Services, LLC

MEMBER OF THE RIGHT OF WAY
EASEMENT ACQUISITION TEAM
FOR THE NORTH HARRIS COUNTY
REGIONAL WATER AUTHORITY

September 21, 2026

BY REGULAR & CERTIFIED MAIL RRR:
9589 0710 5270 4329 8804 87

Cypress-Fairbanks Independent School District
Attn: Matt Morgan, Chief Operations Officer
11440 Matzke Road, 5th Floor
Houston, TX 77429

Re: Offer to Purchase Temporary Construction Easement
Parcel: 37E-32B; Harris County, Texas

Dear Landowner:

The North Harris County Regional Water Authority (the "Authority") has determined a public necessity exists for the acquisition, establishment, development, and construction of facilities for the transportation, distribution, and delivery of water to and within the Authority's boundaries. Consistent with that determination, the Authority needs to acquire easement rights to build a water pipeline and related facility. The project will require property you own in Harris County, Texas.

Under Texas law, entities having the power of eminent domain must advise property owners of their rights and options in connection with negotiations for the acquisition of property and property interests that are to be put to public use. Accordingly, on behalf of the Authority, enclosed is a copy of the Landowner's Bill of Rights adopted by the Texas Legislature and an associated description of condemnation procedures prepared by the Texas Attorney General.

In accordance with State law, it is the policy of the Authority to negotiate with the fee owner(s) of the property with the understanding that the fee owner(s) will, in turn, negotiate with any lessee or other party who may own any interest in the property or improvements located within the property. While the Authority looks forward to working with you on reaching an amicable resolution to this matter, please be advised the Authority is prohibited by law from paying you any professional fees (including for example, legal, appraisal, or engineering fees) that you may choose to incur.

Based on an independent appraisal of your property and the real property interests the Authority wishes to acquire, **the Authority offers the sum of $1,104.00 for the acquisition, which includes $1,104.00 for the easement(s) to be purchased and $0.00 for damages to the remaining property.** The terms and conditions for the acquisition as well as the proposed form of Temporary Construction Easement Agreement are attached. A copy of the appraisal also is enclosed for your review.

Should you desire to accept this offer, please contact Mike Mahar, a representative of the Authority, at (281) 343-7171 as soon as possible, and we can then arrange for an exchange of the specified compensation for an executed copy of the enclosed Right of Way and Easement Agreement. If this offer is not accepted within thirty (30) days of your receipt of this letter, it will be assumed that you decline to proceed with a sale on these terms.

You may discuss this offer and all of its contents with others or keep it confidential, unless it is subject to Chapter 552 of the Texas Government Code.

If you have any questions regarding this matter or wish to discuss these issues further, please do not hesitate to contact Mike Mahar. The Authority can also be reached through its Design Manager, Rajinder Singh, at (281) 440-3924. We look forward to hearing from you soon.

Very truly yours,

Mike Mahar
ROW Manager

Enclosures: Summary of Terms of Acquisition
Temporary Construction Easement Agreement
Appraisal Report
Texas Landowner's Bill of Rights

SUMMARY OF TERMS OF ACQUISITION

SELLER(s) agrees to sell, and BUYER agrees to buy, the easement rights described in the Temporary Construction Easement Agreement according to the following terms and conditions.

1.	Seller(s):	Cypress-Fairbanks Independent School District
2.	Buyer:	North Harris County Regional Water Authority ("Authority")
3.	Subject Property:	Temporary Construction Easement as described in the attached Temporary Construction Easement Agreement.
4.	Terms of Possession:	Possession at time of closing.
5.	Just Compensation:	$1,104.00
6.	All closing costs and costs of title insurance (if required by the Authority) will be paid by the Authority.	
7.	Term of Offer:	Please indicate your acceptance or rejection of this offer within thirty (30) calendar days from your receipt of this letter.

BUYER:	**SELLER:**
North Harris County Regional Water Authority	Cypress-Fairbanks Independent School District
By:_____	By:_____
Name:_____	Name:_____
Title:_____	Title:_____
Date:_____	Date:_____

TEMPORARY CONSTRUCTION EASEMENT AGREEMENT

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS	§	

THAT FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas (being referred to herein as "Grantor," whether one or more) does hereby grant, sell, and convey unto the NORTH HARRIS COUNTY REGIONAL WATER AUTHORITY (the "Authority"), a governmental agency and body politic and corporate situated in Harris County, Texas, and having a mailing address of 3648 Cypress Creek Parkway, Suite 110, Houston, Texas 77068, Attention: General Manager, its successors and assigns, a temporary construction easement (the "Temporary Construction Easement") over, on, across, and under the parcel of land described in Exhibit "A" attached hereto, for the purpose of providing a work area for the Authority, its agents, contractors, subcontractors, and its and their employees for the construction of an underground water line for the transportation of water, together with appurtenances thereto an equipment ancillary to the operation thereof, and allowing the Authority, its agents, contractors, subcontractors, and its and their employees such access to such work area as described in said Exhibit "A" for such construction.

Grantor shall not do, or permit to be done, by act or omission, anything that interferes with the Authority's use of the Temporary Construction Easement for the purposes described above.

The Authority hereby agrees to restore the Temporary Construction Easement to as near the original condition as is reasonably practicable.

The Authority's rights in and to the Temporary Construction Easement, and its right to use the same, shall expire upon completion of construction or twenty-four (24) months from the date this Temporary Construction Easement is executed, whichever occurs first.

This agreement shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns, as applicable, of Grantor and the Authority. The rights granted to the Authority (and the obligations of the Authority hereunder) may be assigned in whole or in part by the Authority.

TO HAVE AND TO HOLD said Temporary Construction Easement unto the Authority, its successors and assigns, for the period set forth herein.

(SIGNATURE PAGES TO FOLLOW)

IN WITNESS WHEREOF, the Grantor has hereunto set his hand this _____ day of _____, 2026.

GRANTOR

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision in the State of Texas

By: _____

Name: _____

Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 2026, by _____, _____ of Cypress-Fairbanks Independent School District, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

_____
Notary Public's Signature

(NOTARY SEAL)

EXHIBIT “A”

TRACT 37E-32B TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0172 ACRE OF LAND SITUATED IN THE
THOMAS J. STANSBURY SURVEY, ABSTRACT 710
HARRIS COUNTY, TEXAS

Being a 0.0172-acre (750 square feet) tract being out Restricted Reserve “A”, Block 1, of Cypress-Fairbanks I.S.D. Educational Campus as recorded in Film Code 567111 of the Harris County Map Records (H.C.M.R.) and part of a tract of land conveyed to Cypress-Fairbanks Independent School District, as recorded in Harris County Clerk’s File (H.C.C.F.) U389357 of the Official Public Records of Real Property of Harris County, situated in the Thomas J. Stansbury Survey, Abstract 710, Harris County, Texas; said tract being further described by metes and bounds as follows:

COMMENCING (having the Texas State Plane Coordinate: N=13,913,525.73, E=3,018,414.09) at a found 5/8-inch iron rod with cap stamped “West Belt” in the west right-of-way line of Woods Spillane Boulevard (100-foot right-of-way per Film Code 645096 H.C.M.R.) for the northerly northwest cut-back corner with Jarvis Road (100-foot right-of-way per Film Code 567111 H.C.M.R.);

THENCE North 02°04'02" West, along the west right-of-way line of Woods Spillane Boulevard, a distance of 588.00 feet to the **POINT OF BEGINNING** (having the Texas State Plane Coordinate: N=13,914,113.31, E=3,018,392.89) and the southeast corner of the herein described tract;

THENCE South 87°55'58" West, a distance of 25.00 feet to a point in the east line of a North Harris County Regional Water Authority water line easement (Tract 37E-32 WLE), as recorded in H.C.C.F. RP-2024-453906 for the southwest corner of the herein described tract;

THENCE North 02°04'02" West, along the east line of said water line easement, a distance of 30.00 feet to the northwest corner of the herein described tract;

THENCE North 87°55'58" East, a distance of 25.00 feet to a point in the west right-of-way line of Woods Spillane Boulevard for the northeast corner of the herein described tract;

THENCE South 02°04'02" East, along the west right-of-way line of Woods Spillane Bolevard, a distance of 30.00 feet to the **POINT OF BEGINNING**, and containing 0.0172 acre (750 square feet) of land.

NOTES

Bearings based on the Texas Coordinate System of 1983, South Central Zone. Distances are surface value and may be converted to grid by multiplying by a combined scale factor of 0.99992513. Coordinates are grid value and may be converted to surface by multiplying 1.000074876.

A separate Exhibit Map of even date accompanies this Metes & Bounds Description.

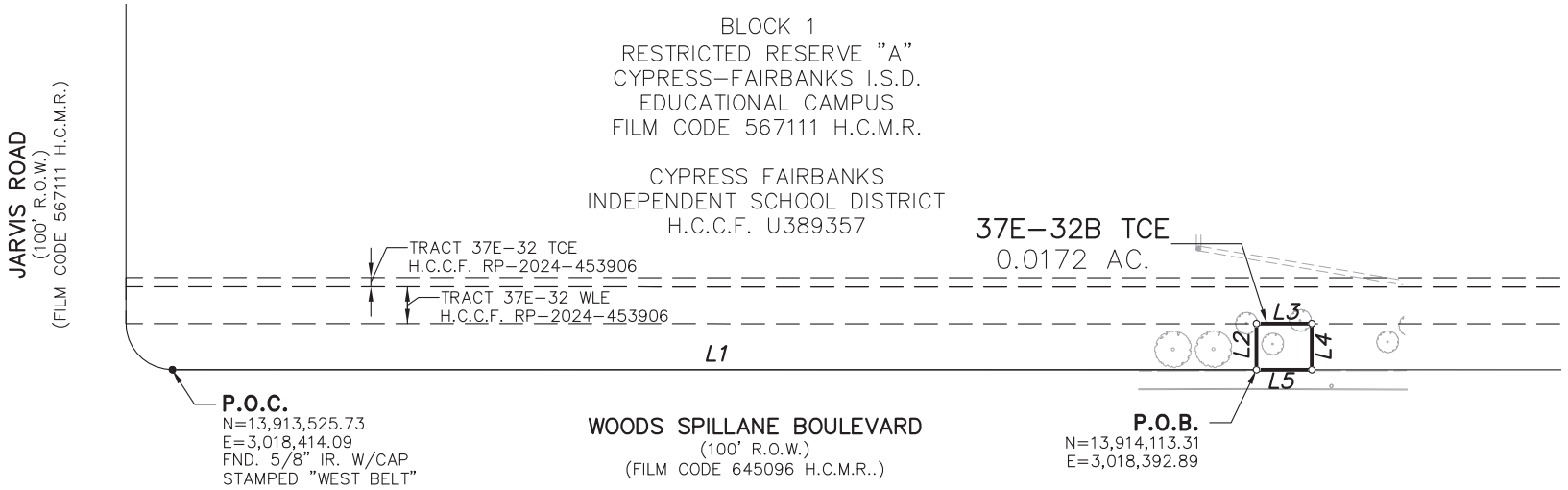
Field survey completed in May 2026.

_____ 6/5/26
Nhuy Thi Nguyen
Texas Registered Professional Land Surveyor 6409



Landtech, Inc.
TBPELS Firm 10019100
1315 W Sam Houston Parkway N, Suite 100
Houston, Texas 77043
713-861-7068
S:\2026\2620060 37E\SURVEY\CALC\parcels\37E-32B TCE MB.docx
Project 26-2-0060

LINE	BEARING	DISTANCE
L1	N 02°04'02" W	588.00'
L2	S 87°55'58" W	25.00'
L3	N 02°04'02" W	30.00'
L4	N 87°55'58" E	25.00'
L5	S 02°04'02" E	30.00'



SYMBOL LEGEND	
•	FND. (AS NOTED)
○ SET	SET 3/8" IR. W/CAP "LANDTECH" UNLESS NOTED OTHERWISE

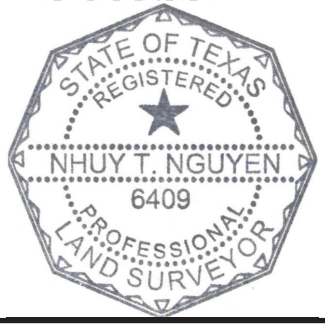
LEGEND

B.L.	BUILDING LINE	IR.	IRON ROD
D.E.	DRAINAGE EASEMENT	P.O.B.	POINT OF BEGINNING
FND.	FOUND	P.O.C.	POINT OF COMMENCING
H.C.F.C.D.	HARRIS COUNTY FLOOD CONTROL DISTRICT	R.E.	RELIANT ENERGY
H.C.M.R.	HARRIS COUNTY MAP RECORDS	R.O.W.	RIGHT-OF-WAY
H.C.D.R.	HARRIS COUNTY DEED RECORDS	TCE	TEMPORARY CONSTRUCTION EASEMENT
H.C.C.F.	HARRIS COUNTY CLERK'S FILE	U.E.	UTILITY EASEMENT
		WLE	WATER LINE EASEMENT

I HEREBY CERTIFY THAT THIS SURVEY WAS MADE ON THE GROUND UNDER MY SUPERVISION AND THAT THIS PLAT REPRESENTS THE FACTS AS FOUND AT THE TIME OF THE SURVEY.

6/5/2026

NHUY THI NGUYEN
REGISTERED PROFESSIONAL LAND SURVEYOR
TEXAS REGISTRATION NO. 6409



NOTES:

1. BEARINGS BASED ON THE TEXAS COORDINATE SYSTEM OF 1983, SOUTH CENTRAL ZONE. DISTANCES ARE SURFACE VALUE IN FEET AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY A COMBINED SCALE FACTOR OF 0.99992513. COORDINATES ARE GRID VALUE AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING 1.000074876.
2. THIS SURVEY WAS PERFORMED WITH THE BENEFIT OF AN ABSTRACTOR'S CERTIFICATE EFFECTIVE ON NOV. 29, 2023, GF NO. 7910-23-5903, ISSUED BY ABSTRACT SERVICES OF HOUSTON (713-589-9000).
3. A SEPARATE METES & BOUNDS DESCRIPTION OF EVEN DATE ACCOMPANIES THIS EXHIBIT.
4. FIELD SURVEY COMPLETED IN MAY 2026.
5. RESTRICTIVE COVENANTS AS RECORDED IN FILM CODE 567111 H.C.M.R.
6. SUBJECT TO THE CITY OF HOUSTON ORDINANCE NO. 70-1120-12, RECORDED IN H.C.C.F. D383021 (VOLUME 8535 PAGE 526 H.C.D.R.).

NO.	REVISION	DATE

EXHIBIT MAP
TRACT 37E-32B TCE
0.0172 AC. (750 SQ. FT.)
RESTRICTED RESERVE "A", BLOCK 1, CYPRESS-FAIRBANKS I.S.D. EDUCATIONAL CAMPUS, FILM CODE 567111 H.C.M.R., SITUATED IN THE THOMAS J. STANSBURY SURVEY, ABSTRACT 710, HARRIS COUNTY, TEXAS

LANDTECH
1315 West Sam Houston Parkway North, Suite 100
Houston, Texas 77043
T: 713-861-7068 F: 713-861-4131
TBPELS Registration No. 10019100

Checked By: NTN	Date: 6/05/2026	Scale: 1"=100'
Project No.: 2620060.00	Drawing Name: 37E-32B TCE.DWG	Sheet No.: 1 OF 1

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APPRAISAL REPORT

TEEL
VALUATION GROUP

APPRAISAL REPORT

NHCRWA Project 37
Tract 37E-32B TCE

13403 Woods Spillane Boulevard
Cypress, Texas 77429

PREPARED FOR

North Harris County Regional Water Authority
c/o Ms. Kate David
David & Stephens, LLP

TEEL VALUATION GROUP
TVG26.1604.001



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September 16, 2026

North Harris County Regional Water Authority
c/o Ms. Kate David
David & Stephens LLP
kate.david@davidstephensllp.com

RE: Appraisal Report
NHCRWA Project 37
Tract 37E-32B TCE
13403 Woods Spillane Boulevard, Cypress, Texas 77429

Teel Valuation Group File No: TVG26.1604.001

Ms. David:

In accordance with your engagement and authorization, Teel Valuation Group is pleased to transmit the accompanying appraisal report of the above-referenced property. The report presents the data, analyses, and reasoning supporting the opinions of value developed for the stated purpose and intended use. This letter is provided solely for transmittal purposes and does not constitute an appraisal independent of the report; the appraisal must be read in its entirety to be properly understood.

PROPERTY IDENTIFICATION

The subject property is located at 13403 Woods Spillane Boulevard, Cypress, TX. It consists of a 178.223-acre site. North Harris County Regional Water Authority (NHCRWA) is seeking to acquire a portion of the subject property for a water transmission line project consisting of a temporary construction easement (TCE).

PURPOSE, CLIENT, AND INTENDED USE

The purpose of this appraisal is to develop an opinion of value for the proposed easement out of the whole property for the NHCRWA project. The client in this assignment is David & Stephens, LLP. The intended users of this report are PAS Property Acquisition Services, LLC, David & Stephens, LLP, and North Harris County Regional Water Authority (NHCRWA). No other use or user is permitted.

This report conforms to the current Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; and the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

SUMMARY OF COMPENSATION

It is my opinion the total compensation for the acquisition of the herein described property is as shown in the table that follows, and as of the date indicated. This conclusion is based upon my independent appraisal and the exercise of my professional judgment. On the date indicated herein, I personally inspected in the field the property herein appraised. I afforded the property owners or representative the opportunity to accompany me during the inspection. The compensation comprises the value of the partial acquisition (land and improvements, if any), damages to the Remainder resulting from the acquisition (if any), and cost to cure (if any). A table showing the Just Compensation estimate follows:

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SUMMARY OF VALUES	
VALUE OF THE SUBJECT AS A WHOLE PROPERTY	
Subject Land	$25,231,031
Contributory Value of Improvements	N/A
TOTAL	$25,231,031
TEMPORARY CONSTRUCTION EASEMENT	
Parcel 37E-32B	$488
Contributory Value of Improvements	$616
TOTAL	$1,104
TOTAL AWARD	
Temporary Construction Easement	$488
Improvements	$616
TOTAL	**$1,104**

We appreciate the opportunity to be of service. Should you have any questions regarding the analyses or conclusions presented, or if we may provide further assistance, please do not hesitate to contact the undersigned.

Respectfully submitted,

TEEL VALUATION GROUP

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Expiration Date 3/31/2028
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Senior Appraiser
Certified General Real Estate Appraiser
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PROPERTY IDENTIFICATION

Project Name	NHCRWA 37E
Parcel Name	Tract 37E-32B TCE
Address	13403 Woods Spillane Boulevard
City, State Zip	Cypress, Texas 77429
County	Harris County
MSA	Houston-Pasadena-The Woodlands, TX
Geocode	29.9679488, -95.6851602

SITE DESCRIPTION

Number of Parcels	6	
Assessor Parcel Numbers	125-944-001-0001, 125-944-001-0004, 125-944-001-0003, 045-014-000-0114, 125-944-001-0005 and 125-944-001-0006	
Land Area	Square Feet	Acres
Whole Property	7,763,394	178.2230
Temporary Construction Easement	750	0.0172
Zoning	Not Zoned	
Shape	Generally Rectangular	
Topography	Level at street grade	
Flood Zone	Zone X (Unshaded)	

VALUATION OPINIONS

As Vacant	School Site
As Improved	N/A
Exposure Time	12 months

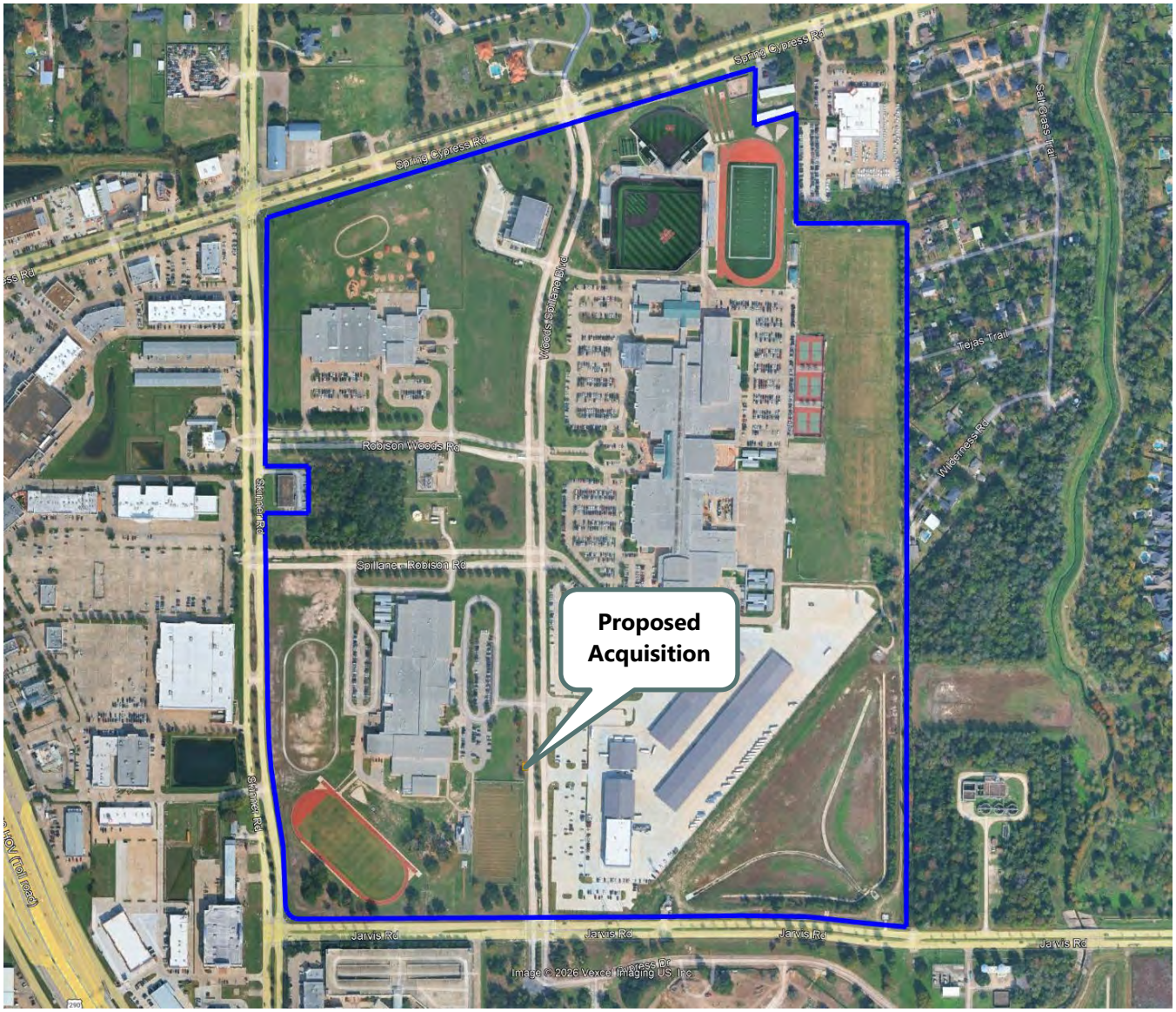
SUMMARY OF VALUES

VALUE OF THE SUBJECT AS A WHOLE PROPERTY	
Subject Land	$25,231,031
Contributory Value of Improvements	N/A
TOTAL	$25,231,031

TEMPORARY CONSTRUCTION EASEMENT	
Parcel 37E-32B	$488
Contributory Value of Improvements	$616
TOTAL	$1,104

TOTAL AWARD	
Temporary Construction Easement	$488
Improvements	$616
TOTAL	**$1,104**

AERIAL PHOTOGRAPH



SUBJECT PROPERTY PHOTOGRAPHS



View of Subject Whole Property from intersection of Jarvis Road and Woods Spillane Boulevard (improvements not impacted)



View of Woods Spillane Boulevard facing south from central portion of property – Proposed Temporary Construction Easement in background



View of Temporary Construction Easement



Additional view of Temporary Construction Easement

SCOPE OF WORK

The scope of work outlines the research and analyses completed in an assignment. It begins by identifying the appraisal problem and must be sufficient to develop credible assignment results for the intended use.

PROPERTY IDENTIFICATION

Name	Tract 37E-32B TCE
Address	13403 Woods Spillane Boulevard, Cypress, Texas 77429
Tax Parcel	125-944-001-0001, 125-944-001-0004, 125-944-001-0003, 045-014-000-0114, 125-944-001-0005 and 125-944-001-0006
Legal Description	
Whole Property	Being 178.223 acres situated in the T. J. Stansbury Survey, Abstract No. 710 in Harris County, Texas and being Restricted Reserve "A" (Restricted To School Use Only) in Block 1 of Cypress-Fairbanks I.S.D. Educational Campus, a subdivision according to the map thereof recorded at Film Code No. 567111 of the Harris County Map Records in said Harris County (H.C.M.R.), Texas and conveyed unto Cypress Fairbanks Independent School District by deed recorded under Harris County Clerk's File No. U389357 on 05/09/2000, and deed recorded under Harris County Clerk's File No. V068587 on 05/18/2001, both of the Official Public Records for Real Property in said Harris County (H.C.O.P.R.R.P.), Texas.
Tract 37E-32B TCE	Being a 0.0172-acre (750 square feet) tract being out of Restricted Reserve "A", Block 1, of Cypress-Fairbanks I.S.D. Educational Campus as recorded in Film Code 567111 of the Harris County Map Records (H.C.M.R.) and part of the a tract of land conveyed to Cypress-Fairbanks Independent School District, as recorded in Harris County Clerks' File (H.C.C.F.) U389357 of the Official Public Records of Real Property of Harris County, situated in the Thomas J. Stansbury Survey, Abstract 710, Harris County, Texas.

OWNERSHIP AND SALES HISTORY

CURRENT

Owner	Cypress Fairbanks Independent School District
Sale in Prior 3 Years?	A review of the appraisal district records revealed no prior sales during the 3-year period preceding the date of value
Pending Sale?	No
Current Listing?	No

DATE OF REPORT

The date of this report is September 16, 2026.

EFFECTIVE DATE OF REPORT

The effective date of this report is the last date of inspection, August 24, 2026.

CLIENT

The client in this assignment is David & Stephens LLP.

INTENDED USE

The intended use is for the acquisition of a portion of the property for a North Harris County Regional Water Authority (NHCRWA) water transmission line project. A water line easement and temporary construction easement have already been acquired in the course of the project. These easements were valued in TVG File No. TX02-24-0644-016. The Authority is seeking additional temporary work space, which is the proposed easement valued in this report.

SCOPE OF WORK

INTENDED USERS

The intended users of this report are PAS Property Acquisition Services, LLC, David & Stephens, LLP, and North Harris County Regional Water Authority (NHCRWA) and no others.

PURPOSE

We developed opinions of value for the subject property under the following scenarios:

1. As-is market value of the fee simple estate of the whole property
2. Market value of temporary construction easement

PERSONAL AND INTANGIBLE PROPERTY

The opinion of value reflects real property only. No personal or intangible property components were included.

TYPE AND DEFINITION OF VALUE

"Market value," as used herein, is defined by the court case of City of Austin vs. Cannizzo, et al, 267 S.W. 2d 808, 815 (1954), which defines market value as follows:

…the price which the property would bring when it is offered for sale by one who desires, but is not obliged to sell, and is bought by one who is under no necessity of buying it, taking into consideration all of the uses to which it is reasonably adaptable and for which it either is or in all reasonable probability will become available within the reasonable future.

The market value estimate set forth herein is stated in terms of cash or financing terms equivalent to cash.

PROPERTY RIGHTS APPRAISED

The property rights appraised are the fee simple interest of the subject whole property and the easement acquisition by NHCRWA for a temporary construction easement.

FEE SIMPLE ESTATE

Absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat.[1]

EASEMENT

Easement is defined as "The right to use another's land for a stated purpose."[2]

EXTRAORDINARY ASSUMPTIONS

No Extraordinary Assumptions were made for this assignment.

HYPOTHETICAL CONDITIONS

No Hypothetical Conditions were made for this assignment.

JURISDICTIONAL EXCEPTION

In this analysis the appraiser has invoked the Jurisdictional Exception Rule. The Jurisdictional Exception Rule provides for severability preserving the balance of the Uniform Standards of Professional Appraisal Practice (USPAP). If one or more parts of USPAP are "contrary to the law or public policy of any jurisdiction, only that part shall be void and of no force or effect in that jurisdiction." According to USPAP, "A law means a body of rules with binding legal force established by controlling governmental authority." This includes federal and state constitutions, legislative and court made law, administrative rules, regulations and ordinances.

The appraisal of the whole property considered all factors willing, knowledgeable buyers and sellers would consider in negotiating the purchase price of the property, except the influence of the proposed water line improvements, as required by Standards Rule 1-4(f). This exception was made under the Jurisdictional Exception provision of the USPAP.

[1] The Dictionary of Real Estate Appraisal, Eighth Edition, Appraisal Institute, Chicago, Illinois, 2026

[2] The Dictionary of Real Estate Appraisal, Eighth Edition, Appraisal Institute, Chicago, Illinois, 2026

It is the appraisers' understanding that enhancement caused by the public project is not to be considered as a matter of law. In addition, the appraisal of the remainder considered all factors willing, knowledgeable buyers and sellers would consider in negotiating the purchase of the property including the use to which the Part to be Acquired is to be put and the effects of the condemnation, but excluding the effects of all non-compensable elements. Such exclusion is permitted under the Jurisdictional Exception provision of USPAP. Furthermore, the appraisal of the remainder assumed that the proposed water line improvements were complete as of the effective date of valuation. This assumption is also permissible under the Jurisdictional Exception of USPAP.

RESEARCH AND ANALYSIS OUTLINE

REGIONAL AND LOCAL AREA PROFILES

Demographics were analyzed and the local area was studied to consider external influences on the subject.

SUBJECT CHARACTERISTICS

The legal, physical, and economic characteristics of the subject were identified and analyzed.

APPROACHES TO VALUE

We observed surrounding land use trends, the condition of any improvements, demand for the subject property, and relevant legal limitations in concluding a highest and best use. We then valued the subject based on that highest and best use conclusion.

Appraisers develop an opinion of property value with specific appraisal procedures that reflect three distinct methods of data analysis: the cost approach, sales comparison approach, and income capitalization approach. One or more of these approaches are used in all estimations of value.

- Cost Approach - In the cost approach, the value indication reflects the sum of current depreciated replacement or reproduction cost, land value, and an appropriate entrepreneurial incentive or profit.
- Sales Comparison Approach - In the sales comparison approach, value is indicated by recent sales and/or listings of comparable properties in the market, with the appraiser analyzing the impact of material differences in both economic and physical elements between the subject and the comparables.
- Income Capitalization Approach - In the income capitalization approach, value is indicated by the capitalization of anticipated future income. There are two types of capitalization: direct capitalization and yield capitalization, more commonly known as discounted cash flow (DCF) analysis.

Approaches Applied - All of these approaches to value were considered. We assessed the availability of data and applicability of each approach to value within the context of the characteristics of the subject property and the needs and requirements of the client.

The subject whole property is a 178.2230-acre tract of land improved with a Cypress Fairbanks I.S.D. education campus and supporting site improvements. The main improvements are not impacted and are not valued in this report. The subject whole property is being appraised as effectively vacant land.

The Sales Comparison Approach – Vacant land is the only applicable approach. The Cost Approach was not used because this is an appraisal of land only, the cost approach is not applicable. The Income Capitalization Approach was not used because this is an appraisal of land only and market participants rarely employ this approach for valuing land only. Further discussion of the extent of our analysis and the methodology of the approach is provided later in the valuation section.

The appraisers reserve the right to reconsider the opinions expressed in this report based upon any additional data which may be provided or discovered in the future. With the foregoing in mind, the reader is invited to review the following report that sets forth the data and reasoning leading to the opinion of value of the property under appraisement.

OWNER CONTACT

During the course of the previous appraisal, the property owner was contacted by mail for the opportunity of a joint inspection of the subject, as well as requesting property data. The property owner did not respond to the appraisers' request. For the purposes of this appraisal, a site visit was made from the public right of way on August 24, 2026.

SUBJECT PROPERTY INSPECTION

The extent to which the subject property was inspected is presented in the following table.

PROPERTY INSPECTION				
APPRAISER	**INSPECTED**	**EXTENT**	**DATE**	**ROLE**
Erin Pechal, MAI	Yes	Roadside	August 24, 2026	Appraiser
Jason Mushinski, MAI	Yes	Roadside	August 24, 2026	Appraiser

ASSISTANCE PROVIDED

No one provided real property appraisal assistance to the individuals signing this report.

ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) applications were used as a limited productivity tool to support research efficiency, narrative drafting, and preliminary review. All comparable selection, analytics, and valuation conclusions were performed by the appraiser.

All information and data obtained with the assistance of AI applications has been independently verified and confirmed by the appraiser and is considered accurate and reliable. AI was not relied upon as a source of factual market data, property characteristics, or valuation conclusions without such verification. Where AI-assisted tools contributed to the research or drafting process, the underlying information was corroborated against primary and independent verifiable sources, which are cited within the relevant sections of this report.

Any utilization of AI in this assignment was conducted within a private, secure, and access-controlled environment maintained by Teel Valuation Group. All data provided by the client, as well as any data received in confidence relating to the subject property, was protected throughout the assignment and was not disclosed to, retained by, or used to train any public, third-party, or non-siloed AI system. Confidentiality of client information and assignment results was maintained at all times consistent with TVG policy and applicable confidentiality obligations.

The use of technology in this assignment, including any AI-assisted tools, was undertaken in a manner consistent with the guidance set forth in the Uniform Standards of Professional Appraisal Practice (USPAP) Advisory Opinion 41 (AO-41), Use of Technology in an Appraisal or Appraisal Review Assignment.

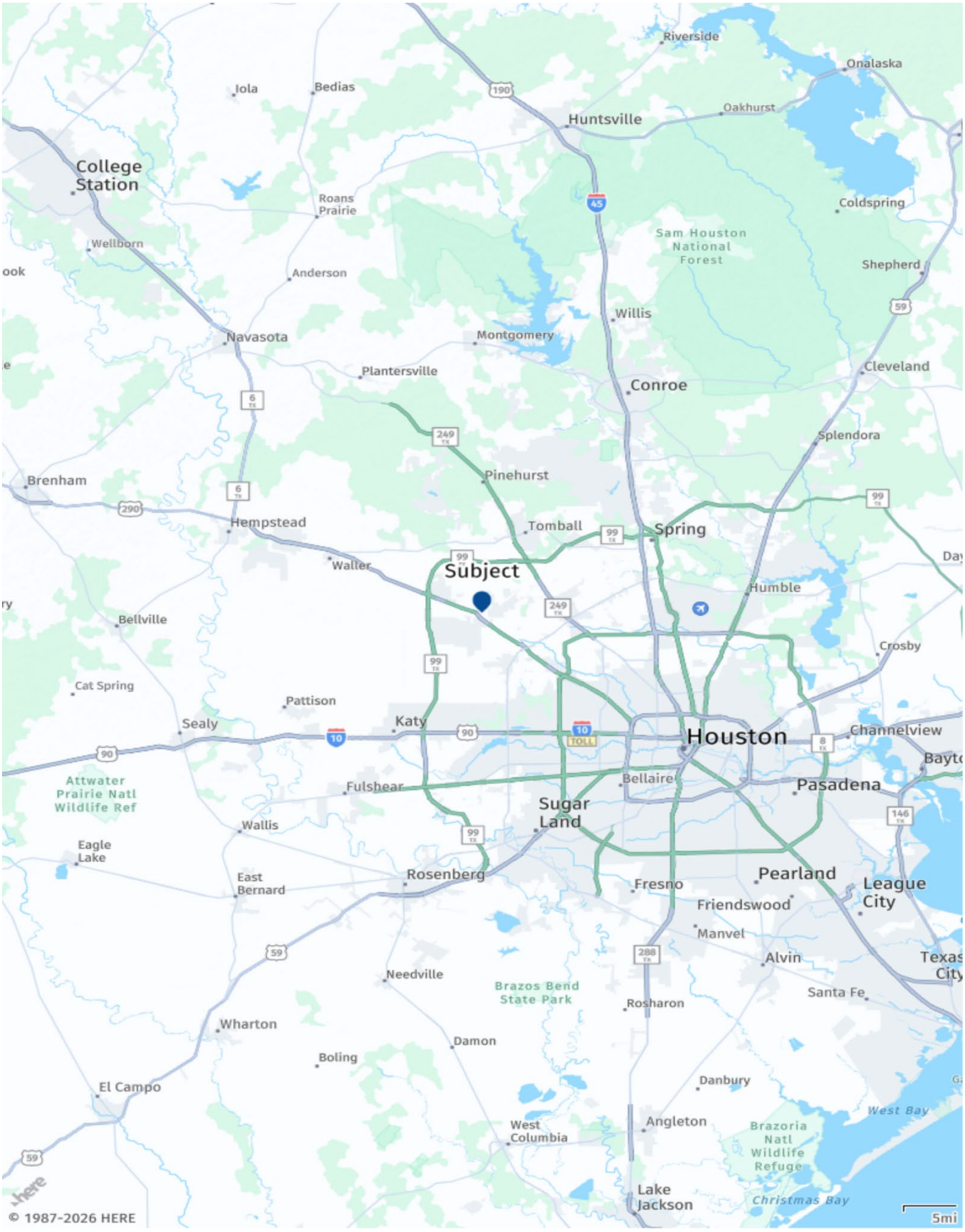
Consistent with that guidance, all technological tools were used solely as aids to, and not as substitutes for, the appraiser's professional judgment; responsibility for the analyses, opinions, and conclusions set forth in this report rests entirely with the appraiser; and the appraiser maintained competency in, and an understanding of the credibility of, any technology relied upon.

DATA SOURCES

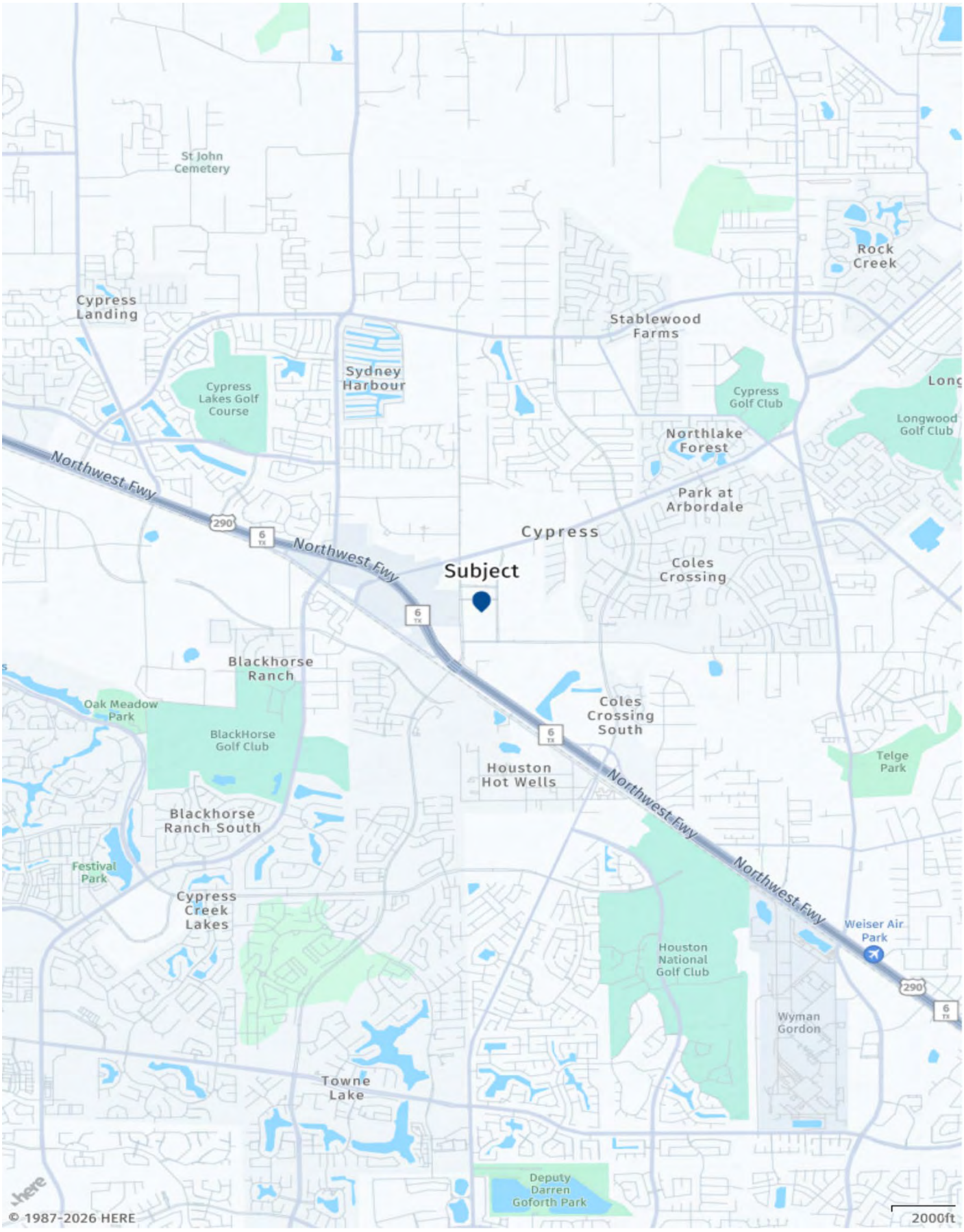
Data utilized in the assignment was obtained from the data sources presented in the following table.

DATA SOURCES	
Property Assessment & Tax	Appraisal District
Zoning & Land Use Planning	Not Applicable
Site Size	Appraisal District, Deed Records, Survey
Supply & Demand	CoStar
Flood Map	FEMA
Demographics	Intellisite
Comparable Information	Local Brokers | MLS | Public Records | Third-Party Data Services | Proprietary Database
Legal Description	Appraisal District, Deed Records, Survey

Regional Area Map



LOCAL AREA MAP



INTRODUCTION

The subject neighborhood is located in the northwest section of the Greater Houston Area. The area is suburban in nature. The neighborhood is bounded by Grand Parkway (State Highway 99) to the north and west, State Highway 249 to the east, and FM 1960/Cypress Creek Parkway and West Road to the south.

DEMOGRAPHICS

The following information reflects the demographics for the subject's local area.

LOCAL AREA & MSA DEMOGRAPHICS

DESCRIPTION	1 MILE	3 MILE	5 MILE	MSA	DESCRIPTION	1 MILE	3 MILE	5 MILE	MSA
POPULATION TOTAL					**HOUSEHOLDS**				
2010 Census	4,751	49,571	117,763	5,946,800	2010 Census	1,789	16,026	38,006	2,072,625
2020 Census	5,862	76,919	184,287	7,149,642	2020 Census	2,184	24,583	59,070	2,520,491
2026 Estimate	7,178	84,142	209,587	7,883,270	2026 Estimate	2,763	27,651	69,076	2,873,695
2031 Projection	8,218	87,203	217,645	8,413,406	2031 Projection	3,257	29,235	73,090	3,120,370
Δ 2010-2020	23.38%	55.17%	56.49%	20.23%	Δ 2010-2020	22.08%	53.39%	55.42%	21.61%
Δ 2020-2026	22.45%	9.39%	13.73%	10.26%	Δ 2020-2026	26.51%	12.48%	16.94%	14.01%
Δ 2026-2031	14.49%	3.64%	3.84%	6.72%	Δ 2026-2031	17.88%	5.73%	5.81%	8.58%
Total Daytime Population	10,860	72,441	174,910	7,855,352	**HOUSEHOLDS BY INCOME (2026 ESTIMATE)**				
HOUSING UNITS					<$30,000	8.8%	5.7%	6.4%	16.2%
Total (2026 Estimate)	3,222	28,887	72,363	3,134,256	$30,000-74,999	19.7%	15.8%	14.6%	26.9%
Owner Occupied	61.6%	79.5%	80.0%	60.9%	$75,000-99,999	13.8%	11.7%	10.2%	11.9%
Renter Occupied	38.4%	20.5%	20.0%	39.1%	$100,000-124,999	11.8%	9.7%	9.9%	9.5%
Vacant Housing Units	14.3%	4.3%	4.5%	8.3%	$125,000-149,999	6.0%	7.8%	9.1%	7.2%
Total (2031 Projection)	3,492	30,326	76,365	3,401,786	$150,000-199,999	13.2%	18.0%	17.0%	11.0%
Owner Occupied	60.4%	79.3%	79.7%	61.9%	$200,000-249,999	11.2%	13.2%	13.4%	6.7%
Renter Occupied	39.6%	20.7%	20.3%	38.1%	$250,000-299,999	4.5%	5.4%	6.0%	3.4%
Vacant Housing Units	6.7%	3.6%	4.3%	8.3%	$300,000+	11.1%	12.7%	13.5%	7.3%
AVERAGE HOUSEHOLD SIZE					**AVERAGE HOUSEHOLD INCOME**				
2026 Estimate	2.59	3.04	3.03	2.71	2026 Estimate	$160,440	$183,304	$186,883	$129,056
2031 Projection	2.52	2.98	2.97	2.67	**MEDIAN HOUSEHOLD INCOME**				
Δ 2026-2031	(2.70%)	(1.97%)	(1.98%)	(1.48%)	2026 Estimate	$115,193	$147,389	$149,466	$88,106
AVERAGE HOME VALUE					2031 Projection	$140,627	$167,232	$170,199	$102,941
2026 Estimate	$481,634	$445,809	$444,268	$408,984	Δ 2026-2031	22.08%	13.46%	13.87%	16.84%
MEDIAN HOME VALUE					**PER CAPITA INCOME**				
2026 Estimate	$440,164	$394,867	$392,905	$335,060	2026 Estimate	$58,191	$60,153	$61,648	$47,183
2031 Projection	$557,307	$484,135	$479,772	$419,781	2031 Projection	$69,264	$69,860	$71,737	$54,384
Δ 2026-2031	26.61%	22.61%	22.11%	25.29%	Δ 2026-2031	19.03%	16.14%	16.37%	15.26%

Source: Sites To Do Business Online

POPULATION

Annual population growth from 2020-2026 within a 3 mile and 5 mile radius of the subject was 1.6% and 2.3%, respectively. The 5-mile radius is higher than the MSA average of 1.7% over the same period. Projected annual population growth from 2026-2031 within a 3 mile and 5 mile radius of the subject is 0.7% and 0.8%, respectively. The 5-mile radius is lower than the projected MSA average of 1.3% over the same period.

HOUSEHOLDS

Annual household growth from 2020-2026 within a 3 mile and 5 mile radius of the subject was 2.1% and 2.8%, respectively. The 5-mile radius is higher than the MSA average of 2.3% over the same period. Projected annual household growth from 2026-2031 within a 3 mile and 5 mile radius of the subject is 1.1% and 1.2%, respectively. The 5-mile radius is higher than the projected MSA average of 1.7% over the same period.

INCOME

The 2026 median household income within a 5-mile radius was $149,466, which is 69.6% higher than the MSA average of $88,106. Projected annual growth from 2026-2031 is 2.8%, which is lower than the MSA growth rate of 3.4%

ACCESS | PUBLIC TRANSPORTATION

U.S. Highway 290, State Highway 249, and Grand Parkway are the primary thoroughfares providing access to the neighborhood. U.S. Highway 290 runs in a northwest/southeast direction and bisects the subject neighborhood. This highway connects the neighborhood to the City of Houston to the southeast and to Waller to the northwest. The cities

of Cypress and Jersey Village, both Northwest Houston suburbs, are located along Highway 290. Further, the neighborhoods of Fairfield and Bridgeland are located north and south, respectively, of the 290 corridor.

State Highway 249 makes up the eastern boundary of the subject neighborhood and extends from the Sam Houston Parkway in a northwest direction through the City of Tomball, located just north of the subject neighborhood.

The Grand Parkway is a 180 plus mile circumferential toll road encircling the Greater Houston metro and is located within seven counties. The project has been shown on governmental planning documents since the early 1960's. The section of the Grand Parkway that bounds the subject neighborhood to the north, reaching from Highway 290 to Highway 59, north of Kingwood, was completed in March 2016 and provides access to and from the subject neighborhood. The portion of the Grand Parkway extending to the south reaches Highway 59 near Richmond.

Additional thoroughfares providing major access to the subject neighborhood include West Road, Tuckerton Road, Telge Road, Barker Cypress Road, Fry Road, Huffmeister Road, Grant Road, Cypress North Houston Road, Louetta Road, Spring Cypress Road, Cypress Rosehill Road, Mueschke Road, and Cypresswood Drive, among others.

NEIGHBORHOOD LAND USE

The Cypress North Houston area is a well-established suburban neighborhood in northwest Houston. The area is characterized by a mix of residential properties, including single-family homes, townhomes, and small apartment complexes. The neighborhood offers a balance of residential and commercial developments, providing convenient access to amenities and services.

The predominant development throughout the neighborhood is single-family residential. The area started out as a bedroom community to the city of Houston. As Houston continued to grow, the popularity of the neighborhood as a residential sector of the Houston MSA also increased. The area is improved with a significant number of residential subdivisions and planned unit developments.

Master Planned Developments include Fairfield, Bridgeland, Towne Lake, Canyon Lake West, Stone Creek Ranch, Black Horse Ranch, and NorthPointe. The developments of Riata Ranch and Coles Crossing are both master planned developments that are established and completed projects no longer offering lots to builders.

Conventional subdivisions located within the subject neighborhood being considered active developments include, but are not limited to: The Park at Arbordale, Cypress Trails, Cypress Creek Lakes, Fairhaven Estates, Lakes of Fairhaven, Oakcrest, Villages of Northpointe West, Park Creek, Stablewood Estates, The Springs at Stablewood, Stablewood Reserve, Lakewood Place, Cypress Landings, Riata West, Grant Meadows, Treeline, Cypress Park, Westgate, Ashford Place, and Dunham Point. Other single-family residential subdivisions are located within the subject neighborhood, which are considered to be well established and developed within the last 15 years.

Multi-family residential uses include such uses as: apartment complex developments, townhome developments, adult living facilities, and assisted living communities. A number of such uses are situated throughout the subject neighborhood.

The primary commercial development in the area is along, and at the intersections of the primary thoroughfares. Retail is present along many of the major corridors including Highway 290, Highway 249, and FM 1960/Cypress Creek Parkway. A majority of the commercial development is retail oriented, and the area is attractive for this type of development due to the large traffic flow on these thoroughfares, as well as the surrounding residential areas.

Major retail centers include the Cole's Crossing Shopping Center, located at the southeast corner of Barker Cypress Road and U.S. Highway 290. The center is anchored by Randall's grocery store with fuel station and numerous inline retail spaces with national and regional tenants. An HEB anchored retail center is located at the northeast corner, with numerous developed pad sites, including a Chase and Willie's Grill and Icehouse. A number of hotel, restaurant, and free standing retail buildings are also located in this area.

Retail in Fairfield includes a Kroger Marketplace retail center, located at the intersection of U.S. Highway 290 and Mason Road in Fairfield. Fairfield Town Center, located just north of Mason Road, includes an HEB, Academy, Marshall's, Cinemark, and others, along with numerous pad sites along the access road. Houston Premium Outlets is also located along U.S. Highway 290 frontage road in Fairfield. The Outlet mall includes 145 designer and name-brand outlet stores.

There are several anchored retail centers on F.M. 1960 just north of U.S. Highway 290. These retail centers are anchored by a Wal-Mart Superstore, Target and Home Depot, among others. F.M. 1960 is generally a commercial corridor in the area that is densely developed with many other commercial properties, including restaurants and other shopping venues.

Five (5) major medical centers and hospitals are located in the subject neighborhood; Cypress Fairbanks Medical Center Hospital, located along FM 1960; HAS Medical Center, located along U.S. Highway 290; Methodist Willowbrook Hospital and St. Luke's Hospital at The Vintage, located along State Highway 249; and Tomball Regional Medical Center, located just east of State Highway 249 at Medical Complex Drive. Memorial Hermann Hospital is located along US Highway 290 in Fairfield while Methodist Cypress Campus is under construction near Skinner Road.

Office and industrial properties are also located throughout the market area. Overall, Bridgeland and Fairfield market segments are generating the most growth as the areas further south are mostly built out.

LOCAL AREA OUTLOOK

The neighborhood is considered to be in a stable phase, while new growth can be seen in the area, primarily the northwest portion of the neighborhood. US Highway 290 and State Highway 249 both provide good access to all parts of Houston. Predominant development is single family residential with residential support services available in abundance along the major thoroughfares in the area. This is a typical suburban area in the northwest of Houston with surrounding properties being in a generally good condition.

Site Description Before the Acquisition

The subject site includes six tax parcels with a total land area of 178.2230 acres (7,763,394 SF). The data sources used to identify the site characteristics are noted in the Scope of Work. The salient site characteristics follow:

Site Characteristics

Address	13403 Woods Spillane Boulevard, Cypress, Texas
Number of Parcels	6
Tax Parcel Numbers	1259440010001, 1259440010004, 1259440010003, 0450140000114, 1259440010005, 1259440010006
Whole Property Land Area	178.2230 Acres | 7,763,394 SF
Shape	Generally Rectangular
Topography	Level
Utilities	Public utilities
Corner	Yes; Signalized
Access	Good
Exposure	Good
Flood Zone	Zone X (Unshaded)
Flood Zone Definition	Zone X (unshaded) is a moderate and minimal risk area. Areas of moderate or minimal hazard are studied based upon the principal source of flood in the area. However, buildings in these zones could be flooded by severe, concentrated rainfall coupled with inadequate local drainage systems. Local storm water drainage systems are not normally considered in a community's flood insurance study. The failure of a local drainage system can create areas of high flood risk within these zones. Flood insurance is available in participating communities but is not required by regulation in these zones. Nearly 25% of all flood claims filed are for structures located within these zones. Minimal risk areas outside the 1% and 0.2% annual chance floodplains. No BFEs or base flood depths are shown within these zones. (Zone X (unshaded) is used on new and revised maps in place of Zone C.)
Zoning	The subject property is within Harris County, which does not utilize zoning as a form of land use control.
Soil	A soil analysis was not available; the site appears stable and adequate for development
Environmental Issues	No detrimental environmental conditions that would adversely affect value are known to exist. Please see the general assumptions and limiting conditions.
Easements/Encroachments	Typical utility easements; Harris County rights of way for Robison Woods Road, Spillane-Robison Road, and Woods-Spillane Boulevard
Restrictions	Restricted to school use
Adjacent Land Uses	North – Single Family Residential South – Multifamily / Commercial / Hospital East – Single Family Residential West – Commercial

STREET & TRAFFIC DETAIL

Street Improvements	Type	Direction	Lanes	Curbs	Sidewalks	Lights
Skinner Road	Minor arterial	Two-Way	4	x		x
Jarvis Road	Minor arterial	Two-Way	4			x
Spring Cypress Road	Minor arterial	Two-Way	4	x		x
Robison Woods Road	Connector	Two-Way	4	x		x
Spillane-Robinson Road	Connector	Two-Way	4	x		x
Woods-Spillane Boulevard	Connector	Two-Way	4	x		x

CONCLUSIONS

The whole property is located along Skinner Road, Jarvis Road, and Spring Cypress Road. Each of these roads are primary throughfares within the subject neighborhood. Interior roads within the subject include Robison Woods Road, Spillane-Robison Road, and Woods-Spillane Boulevard.

Surrounding uses consist of commercial development along US Highway 290 and residential development within the interior of the neighborhood.

The site is restricted to a school use.

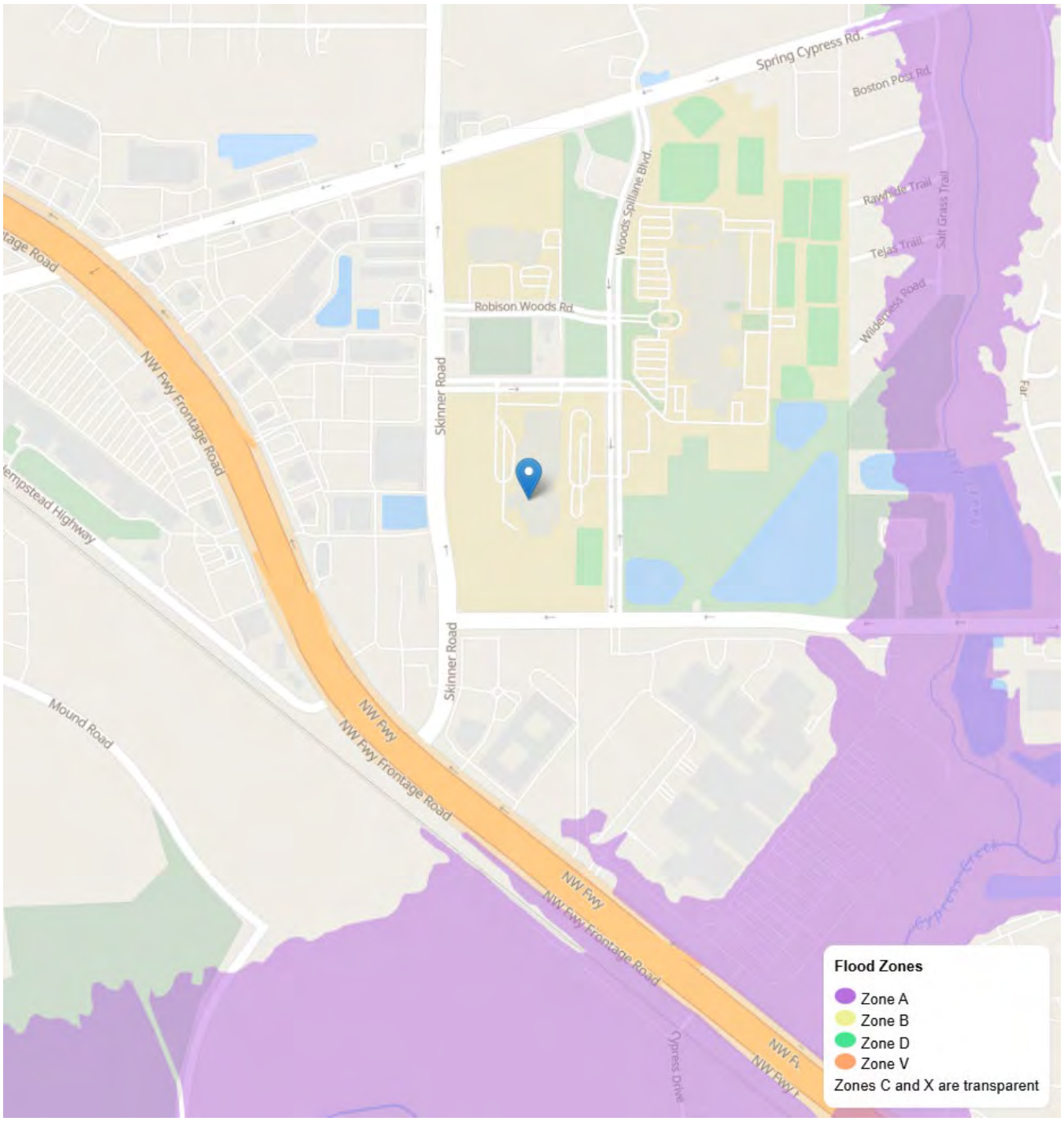
Aerial Boundary Map



Plat Map


SPRING CYPRESS RD
BOSTON POST RD
BRADDOCKS RD
SALT GRASS TRL
RAWHIDE TRL
TEJAS TRL
WILDERNESS RD
SKINNER RD
ROBISON WOODS RD
WOODS SPILLANE BLVD
SPILLANE ROBISON RD
JARVIS RD

FLOOD MAP


Spring Cypress Rd.
Boston Post Rd.
Woods Spillane Blvd.
Rawhide Trail
Salt Grass Trail
Telas Trail
Wilderness Road
Robison Woods Rd.
Skinner Road
NW Fwy Frontage Road
Hempstead Highway
Mound Road
NW Fwy
Cypress Drive
Flood Zones
Zone A
Zone B
Zone D
Zone V
Zones C and X are transparent

TAX AND ASSESSMENT DESCRIPTION

In Texas, commercial real estate is assessed at 100% of appraised value. The subject property is a CyFair ISD education campus and is tax exempt.

INTRODUCTION

The concept of Highest and Best Use represents the foundation upon which market value is based. Highest and best use is the reasonably probable and legal use of vacant land or an improved property that is physically possible, financially feasible, and results in the highest value. This section develops the highest and best use of the subject As Vacant and As Improved.

AS VACANT ANALYSIS

In this section the highest and best use of the subject as vacant is concluded after taking into consideration legal permissibility, physical possibility, financial feasibility, and maximum productivity.

LEGALLY PERMISSIBLE

Zoning, building codes, private restrictions, historic district controls, and environmental regulations govern permitted land uses and were considered, where applicable. The subject is located within an unincorporated area of Harris County. The county does not adhere to a comprehensive zoning ordinance, and the subject is not zoned for any particular use.

The tract includes typical utility easements which are not detrimental to development. The tract is restricted to school use.

PHYSICALLY POSSIBLE

The test of what is physically possible for the subject site considers physical and locational characteristics that influence its use. The physical characteristics of the subject site are presented in the Site Description and support development consistent with permitted uses. There are no items of a physical nature that would materially limit appropriate and likely development.

The physical characteristics of the site support a variety of uses. Given the subject's size and location along multiple primary thoroughfares, a school site would be physically possible.

The acquisition is located in the central portion of the tract. The shape and location of the subject acquisition is such that it cannot be considered an economic unit. As such, its highest and best use would be in conjunction with the development of the whole property.

FINANCIAL FEASIBILITY

In determining which uses are legally permissible and physically possible, an appraiser eliminates some uses from consideration. Then the uses that meet the first two criteria are analyzed further. If the uses are income-producing, the analysis will study which are likely to produce an income, or return equal to or greater than the amount needed to satisfy operating expenses, financial obligations, and capital amortization. All uses that are expected to produce a positive return are regarded as financially feasible.

The site is located in a suburban area which predominantly includes residential development. A school site within or near residential development is financially feasible.

MAXIMUM PRODUCTIVITY

Based on the previous analysis, there does not appear to be any reasonably probable use of the site that would generate a higher residual land value than a school site.

CONCLUSION

The conclusion of the highest and best use as vacant is for a school site.

AS IMPROVED ANALYSIS

The subject improvements are not impacted by the proposed acquisition and have not been valued in this analysis. The highest and best use as improved has not been developed.

VALUATION METHODS

Traditional valuation theory recognizes three approaches to value: Cost, Sales Comparison, and Income Capitalization Approaches. Each approach reflects the property's highest and best use, and the resulting indications are reconciled through the appraiser's professional judgment to form a final opinion of value.

SITE VALUATION

The Sales Comparison Approach is the most common method used to develop an opinion of site value. When there are insufficient sales of similar tracts for comparative analysis, alternative methods such as Market Extraction, Allocation, Land Residual Analysis, Ground Rent Capitalization, or Subdivision Development (Discounted Cash Flow) may be used.

The subject is a tract of land improved with a Cypress Fairbanks I.S.D. education campus and supporting site improvements. The main improvements are not impacted and are not valued in this report. The tract is being appraised as effectively vacant land.

COST APPROACH

The Cost Approach is used to estimate value by calculating the replacement or reproduction cost of the improvements, less accrued depreciation, and adding land value and entrepreneurial incentive. The approach reflects the principle that a buyer will not pay more for a property than the cost to produce an equivalent asset.

The subject property improvements are not impacted. Therefore, the Cost Approach was not developed.

SALES COMPARISON APPROACH

The Sales Comparison Approach is used to estimate value by analyzing sales, listings, and pending transactions of properties similar to the subject and adjusting for relevant differences. The analysis is grounded in the principle of substitution, reflecting that a buyer will pay no more for a property than the cost to acquire a comparable alternative with similar utility and benefits.

The subject property improvements are not impacted. Therefore, the Improved Sales Comparison Approach was not developed.

INCOME CAPITALIZATION APPROACH

The Income Capitalization Approach is used to estimate value by capitalizing forecasted future benefits using either direct capitalization or yield capitalization (discounted cash flow analysis). This approach involves analysis of income, vacancy, expenses, and capitalization rates.

The subject property improvements are not impacted. Additionally, the subject property land is not leased. Therefore, the Income Capitalization Approach was not developed.

APPROACHES DEVELOPED

The use of the value approaches in this assignment is presented in the following table:

APPROACHES TO VALUE DEVELOPED

APPROACH	USE IN ASSIGNMENT
Site Valuation	Developed
Cost	Not Developed
Sales Comparison	Not Developed
Income Capitalization	Not Developed

INTRODUCTION

The Sales Comparison Approach method was used to develop an opinion of site value. This comparative analysis is based on the premise that an opinion of value can be supported by studying the market's reaction to comparable and competitive properties. The objective of sales comparison is to select the most comparable sales, including closed or pending sales, listings, or terminated contracts, and then adjust the comparables for differences that cannot be eliminated within the selection process.

The subject site is restricted to school use. New schools can be developed in conjunction with or as part of a subdivision development or master planned community to support the new growth. As such, the value of the vacant school site correlates with the value of vacant residential land. For the purpose of valuing the subject site, we have researched sales of vacant residential development tracts.

ELEMENTS OF COMPARISON

Elements of comparison are the characteristics of properties and transactions that explain differences in sales prices and are grouped into two broad categories consisting of transactional and property adjustments.

UNIT OF COMPARISON

The primary unit of comparison in the market and applied in this analysis is price per square foot.

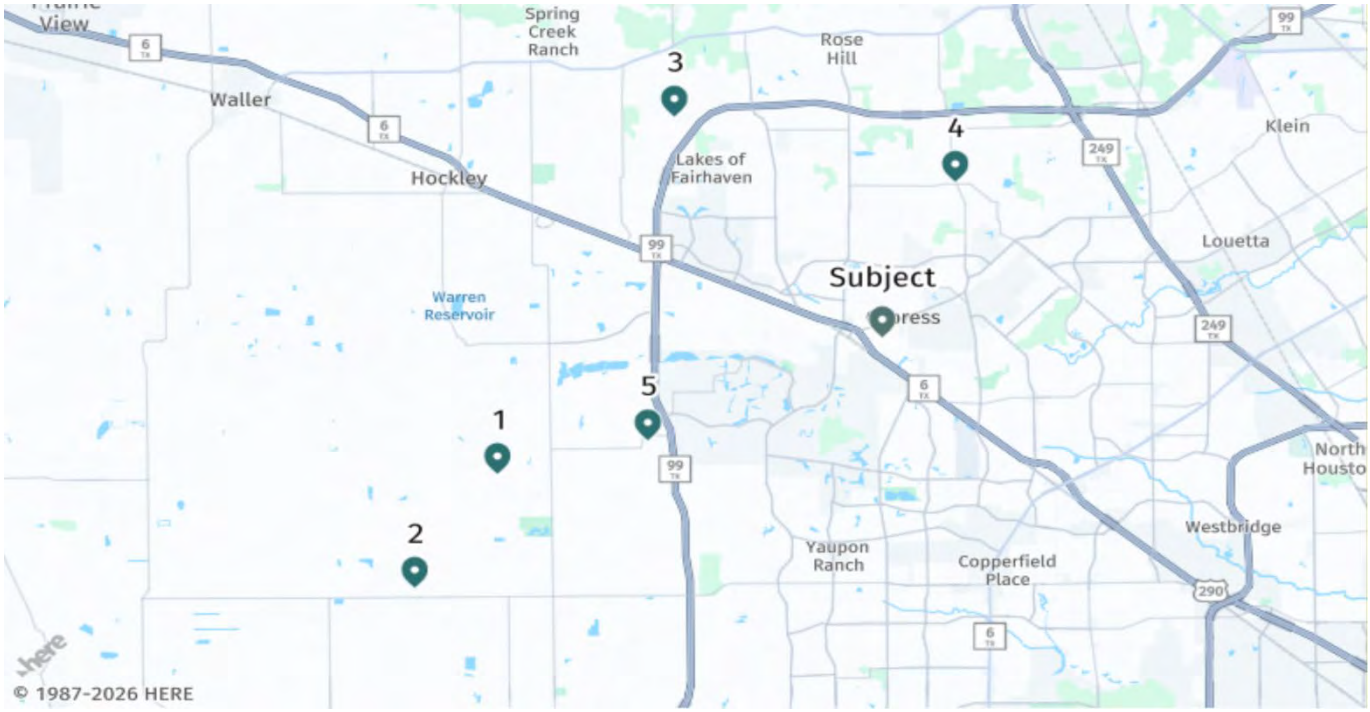
COMPARABLE SELECTION

Market research to identify comparable sales that occurred near the date of value based on location, size, and utility resulted in the selection of the following comparables. Detailed sale profiles are in the Addenda.

LAND SALES SUMMARY

	DATE OF SALE	LOCATION	CITY	ACRES	SF	UNADJUSTED SALE PRICE	$/SF
1	Jun-25	East Line of Sharp Road, West of Katy Hockley Road	Katy	298.1900	12,989,156	$21,618,775	$1.66
2	Feb-24	North line of FM 529, east of FM 2855	Katy	361.0200	15,726,031	$18,773,040	$1.19
3	Oct-23	West line of Grand Parkway, east line of Hopfe Road	Hockley	318.4700	13,872,553	$30,254,650	$2.18
4	Oct-22	Southwest corner of Grant Road and Telge Road	Cypress	50.2900	2,190,632	$9,176,531	$4.19
5	May-22	S/L of House Hahl Road and west of Grand Parkway	Houston	154.7651	6,741,569	$26,965,382	$4.00

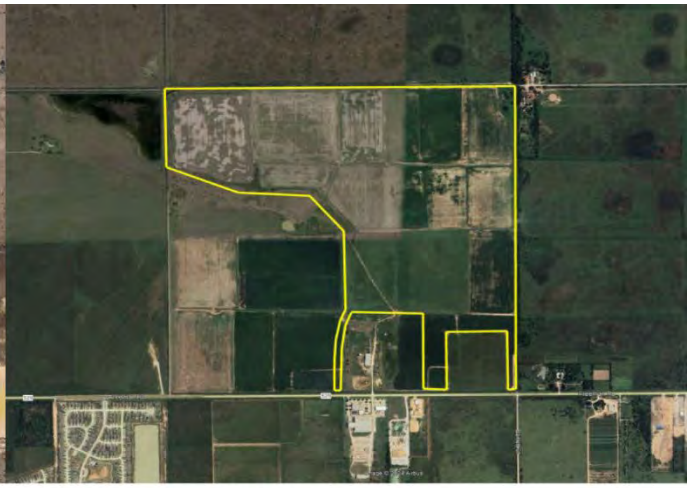
COMPARABLE MAP



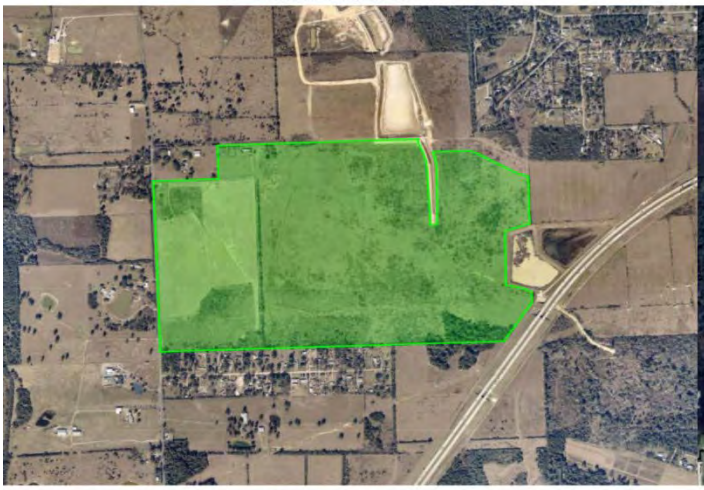
COMPARABLE EXHIBITS



COMPARABLE 1



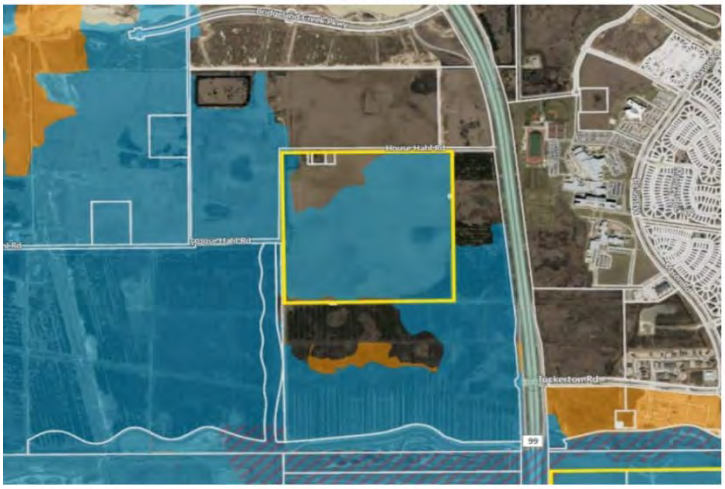
COMPARABLE 2



COMPARABLE 3



COMPARABLE 4



COMPARABLE 5

TRANSACTIONAL ADJUSTMENTS

Transactional adjustments address differences in real property rights conveyed, financing terms, conditions of sale, expenditures after purchase, and market conditions. These are cumulative adjustments that are applied first in the appraisal sequence to normalize transactions.

REAL PROPERTY RIGHTS CONVEYED

Sales prices reflect the real property rights conveyed, and any differences from the property rights appraised must be considered. The appraised value and comparables all reflect the fee simple interest with no adjustments required.

FINANCING TERMS

Sales prices may vary due to differing financing terms. Sales with non-market financing require cash equivalency adjustments to reflect typical market terms. All comparables involved typical market terms by which the sellers received cash or its equivalent and the buyers paid cash or tendered typical down payments and obtained conventional financing at market terms for the balance. Therefore, no adjustments were required.

CONDITIONS OF SALE

Atypical conditions of sale can result in prices being above or below those of a normal transaction and often reflect buyer or seller motivation under duress. In addition, comparable listing prices generally require downward adjustment, as they represent the upper limit of value. No adjustments for atypical conditions or for-sale listings were warranted.

EXPENDITURES MADE IMMEDIATELY AFTER PURCHASE

Expenditures made immediately after purchase typically consist of demolition costs, zoning change expenses, or environmental remediation. These costs affect sales prices to the extent they are known at the time of sale. The parties did not anticipate immediate expenditures after purchase; therefore, no adjustments were warranted.

MARKET CONDITIONS

Market conditions change over time due to factors such as income tax laws, moratoriums, financing availability, employment, interest rates, and fluctuations in supply and demand, which may require adjustments to comparables from differing market periods.

Discussions with market participants and a review of market data indicate a positive market conditions trend for vacant land. Research supports an annual increase of 3.0%, which was applied to the comparables.

PROPERTY ADJUSTMENTS

Property adjustments address differences in location, physical, economic, and legal characteristics, as well as non-realty components of value. These additive adjustments correspond to the criteria of highest and best use and may be applied in any order. The rationale for the adjustments applied to the comparables follows.

SIZE

The size adjustment addresses physical size differences between the subject and the comparables. The subject and comparables are in an area that exhibits an inverse relationship between land area and price per unit of area that reflects the principle of "economies of scale."

The subject site consists of 178.223 acres of land.

Land Sales 1, 2, 3 and 5 are between 154.7651 acres and 361.0200 acres in size and are similar enough to the subject to not warrant adjustments.

Land Sale 4 is 50.2900 acres, smaller than the subject. A downward adjustment was made.

LOCATION

Location adjustments are applied when a comparables' locational characteristics differ from the subject. These characteristics may include demographics, growth trends, surrounding land uses, and the availability of competing properties.

The subject site is located along Skinner Road, Jarvis Road, and Spring Cypress Road with good access and good visibility.

Land Sale 1 is located along Sharp Road, west of Katy. This location is also in the path of growth, but surrounding tracts are vacant and development in the general area is less dense than the subject area. This location in inferior and upward adjustment was made.

Land Sale 2 is located along FM 529 at the Harris County/Waller County line. While this location is in the path of growth, surrounding tracts are vacant and development in the general area is less dense than the subject area. This location in inferior and upward adjustment was made.

Land Sale 3 is located along Hopfe Road with frontage along Grand Parkway. While surrounding tracts are vacant, this tract is in closer proximity to suburban areas and is similar enough to the subject to not warrant an adjustment.

Land Sale 4 is located at the southwest corner of Grant Road and Telge Road. While surrounding development is less dense than the subject area, the tract is near the Grand Parkway and is in closer proximity to suburban areas. The location is similar and no adjustment was made.

Land Sale 5 is located along House Hahl Road, just west of Grand Parkway. While surrounding tracts are vacant, a number of them are also soon to be developed. Further, this tract is in closer proximity to suburban areas and is similar enough to the subject to not warrant an adjustment.

CORNER EXPOSURE/FRONTAGE/ACCESS

Tracts with major street influence tend to bring higher prices than otherwise comparable secondary locations. Additionally, tracts featuring corner influence typically command higher prices in the marketplace, as opposed to interior locations. For retail users, the hard corner of an intersection may be marketed to a fairly large pool of small users (e.g. service stations, fast food restaurants, etc.) for sale.

The subject whole property has a double corner location with frontage and access points along multiple roadways, and includes signalized intersections

Land Sales 3 and 4 include multiple frontages and a corner location, respectively. These are similar to the subject and warrant no adjustment.

Land Sales 1, 2 and 5 are mid-block locations. However, the large size of each tract is sufficient enough to ensure multiple access points. This is similar enough to the subject to not warrant adjustment.

SHAPE

Shape influences parcel utility, as irregular shapes may limit development options or increase construction costs. The subject site has a generally rectangular-shaped tract, while the land sales have rectangular and irregular shapes. However, each tract is functional for its highest and best use and no adjustments are warranted for this category.

UTILITIES

The subject whole property has public utilities.

Land Sales 1, 2 and 3 did not have access to public utilities at the time of sale and are inferior to the subject. Upward adjustments were made.

Land Sales 4 and 5 were able to get public utilities via existing MUD's and are similar to the subject.

FLOOD ZONE

Location within the floodplain or floodway has a negative influence on value due to increased site development costs and insurance expenses. The subject site is located within Zone X (Unshaded), outside of a flood hazard area.

Land Sales 1 and 4 are predominantly within Zone AE and are inferior to the subject. Upward adjustments were made.

Land Sale 2 includes a small portion in Zone AE and is inferior to the subject. An upward adjustment was made.

Land Sales 3 and 5 are outside of a flood hazard area, similar to the subject.

ZONING | LEGAL RESTRICTIONS

Zoning and legal restrictions influence site utility by defining permitted uses and allowable density. When comparables with identical zoning are limited, parcels with differing zoning but a similar highest and best use may be utilized, with adjustments made for differences in utility where applicable.

The subject site is not zoned; Harris County does not enforce zoning regulations. The comparables are similarly not zoned and no adjustments were warranted.

ENTITLEMENTS

Entitlements are legal rights conveyed by approvals from governmental entities to develop a property for a certain use, intensity, building type or building placement.

The subject is being appraised as effectively vacant land is considered to have no entitlements.

Land Sale 5 has a development agreement with Bridgeland and is classified as a fully entitled site. This is superior to the subject and a downward adjustment was made.

Land Sales 1, 2, 3 and 4 are raw land and do not include entitlements. No additional adjustments were warranted.

SUMMARY OF ADJUSTMENTS

The comparative analysis is presented in the following table.

LAND SALES COMPARISON TABLE

	SUBJECT	COMP 1		COMP 2		COMP 3		COMP 4		COMP 5	
Name	NHCRWA Project 37F	East Line of Sharp		-		-		-		Trendmaker	
Address	Spillane Boulevard	Road, West of Katy		east of FM 2855		Parkway, east line of		Grant Road and		Road and west of	
City	Cypress	Katy		Katy		Hockley		Cypress		Houston	
State	TX	TX		TX		TX		TX		TX	
Zip	77429	77493		77493		77447		77429		77443	
County	Harris	Harris		Harris		Harris		Harris		Harris	
Submarket	-	-		Houston - Katy		-		-		Houston - Cy-Fair	
Parcel(s)	125-944-001-0004,	et al		275642, 275638		0431430000020		0420610000038,		043-092-000-0006	
	-	-		-		-		-		-	
SALE INFORMATION											
Transaction Price		$21,618,775		$18,773,040		$30,254,650		$9,176,531		$26,965,382	
Transaction Price $/SF		$1.66		$1.19		$2.18		$4.19		$4.00	
Property Rights [1]		Fee Simple		Fee Simple		Fee Simple		Fee Simple		Fee Simple	
Financing [2]		Conventional		Conventional		Conventional		Conventional		Conventional	
Sale Conditions [3]		Arm's Length		Arm's Length		Arm's Length		Arm's Length		Arm's Length	
Expenditures After Sale [4]		$0		$0		$0		$0		$0	
Market Conditions [5]	Aug-26	Jun-25	3.5%	Feb-24	7.7%	Oct-23	8.8%	Oct-22	12.3%	May-22	13.6%
Sale Status		Closed		Closed		Closed		Closed		Closed	
Recording Number		2025-246696		RP-2024-71793		RP-2023-412967		2022-498760		2022-266455	
Marketing Status		-		-		-		-		-	
Marketing Period (Months)		-		-		-		-		-	
Total Transactional Adjustments		$0.06	3.5%	$0.09	7.7%	$0.19	8.8%	$0.52	12.3%	$0.55	13.6%
Adjusted $/SF		**$1.72**		**$1.28**		**$2.37**		**$4.71**		**$4.55**	
PHYSICAL INFORMATION											
Size (Acres)	178.2230	298.19		361.02		318.47		50.29	(15%)	154.77	
Location	13403 Woods Spillane Boulevard	East Line of Sharp Road, West of Katy Hockley Road	30%	North line of FM 529, east of FM 2855	30%	West line of Grand Parkway, east line of Hopfe Road		Southwest corner of Grant Road and Telge Road		S/L of House Hahl Road and west of Grand Parkway	
Corner	Yes; Signalized	Mid-Block		Mid-Block		Through Lot		Corner		Mid-Block	
Shape	Rectangular	Rectangular		Irregular		Irregular		Irregular		Irregular	
Utilities	Public utilities	None at the time of sale	10%	None at time of sale	10%	None at time of sale	10%	Public utilities available		Public available	
Flood Zone	Zone X (Unshaded)	Zone AE	10%	Zone AE, Zone X (Shaded)	5%	Zone X (Shaded)		Zone X (Shaded)		Zone AE, Zone X (Shaded)	10%
Zoning	Not Zoned	Not Zoned		Not Zoned		Not Zoned		Not Zoned		Not Zoned	
Entitlements	No	No		No		No		No		Yes	(20%)
Total Property Adjustments		$0.86	50%	$0.58	45%	$0.24	10%	($0.71)	(15%)	($0.45)	(10%)
Final Adjusted $/SF		**$2.58**		**$1.86**		**$2.61**		**$4.00**		**$4.10**	

LAND VALUE CONCLUSION – WHOLE PROPERTY

Following adjustment, the comparable unit value range is narrowed to $1.86/SF to $4.09/SF with an average of $3.03/SF. Land Sales 3, 4 and 5 are in closer proximity to the subject and indicate an above average value. A value of $3.25 per square foot has been estimated for the subject whole property.

The comparative analysis is summarized, and the value conclusion is presented in the following table.

LAND SALES COMPARISON APPROACH CONCLUSION (SF)

	TRANSACTION PRICE	ADJUSTMENT TRANSACTIONAL[1]	ADJUSTED	PROPERTY[2]	FINAL	NET ADJ
1	$1.66	3.5%	$1.72	50%	$2.58	55%
2	$1.19	7.7%	$1.28	45%	$1.86	56%
3	$2.18	8.8%	$2.37	10%	$2.61	20%
4	$4.19	12.3%	$4.71	(15%)	$4.00	(5%)
5	$4.00	13.6%	$4.55	(10%)	$4.10	2%
HIGH	*$4.19*	*13.6%*	*$4.71*	*50%*	*$4.10*	*56%*
AVG	*$2.64*	*9.2%*	*$2.93*	*16%*	*$3.03*	*26%*
MED	*$2.18*	*8.8%*	*$2.37*	*10%*	*$2.61*	*20%*
LOW	*$1.19*	*3.5%*	*$1.28*	*(15%)*	*$1.86*	*(5%)*
		SUBJECT SF		**$/SF**		**VALUE**
Total Land Area		7,763,394	x	$3.25	=	$25,231,031
INDICATED VALUE (ROUNDED TO NEAREST $1)						**$25,231,031**

[1]Cumulative [2]Additive

VIEW OF TEMPORARY CONSTRUCTION EASEMENT



Note: Tracts 37E-32 WLE and 37E-32 TCE were previously valued in TVG file TX02-24-0644-016. For the appraisal, we have utilized the land areas and dimensions in the surveys prepared by LandTech. NHCRWA has plans to acquire a temporary construction easement (TCE) totaling 0.0172 acres or 750 square feet of land for use with the water line project. The temporary construction easement is located adjacent to the east of a previously acquired water line easement, approximately 590 feet north of the intersection of Jarvis Road and Woods Spillane Bouelvard.

One landscaping tree located within the temporary easement area will need to be removed as part of the project. Marshall Valuation Service has been utilized for the cost new of the landscaping and indicates a cost of $525. Soft costs of 2% and entrepreneurial incentive of 15% have been added, with no depreciation applied. The contributory value of the subject landscaping, before land, was estimated at $616.

TEMPORARY CONSTRUCTION EASEMENT

In this case, the appraisers have valued the TCE as a work construction area during the construction phase of the project reverting back to the property owner at the termination of the easement agreement. The time frame of the TCE is 2 years.

TCE areas are equivalent to short-term ground leases and have been valued as such. Based on a 10% annual rate of return, the estimated fee simple value for the land area within the TCE is below. Further, the addition of the impacted landscaping indicates a total market value of the temporary construction easement of $1,104.

TEMPORARY CONSTRUCTION EASEMENT					
	LAND VALUE $/SF		LAND SF		LAND VALUE
Land Rent	$3.25	x	750	=	$2,438
Annual Easement Value @ Rate of Return	10%		$244		
Construction Easement Duration (Years)			2.0 Yrs		$488
Plus Improvements					$616
TEMPORARY CONSTRUCTION EASEMENT					**$1,104**

COMPENSATION ESTIMATE

The value of the subject whole property land and the proposed temporary construction easement were estimated in the preceding sections of this report. Utilizing these value estimates, total just compensation due the property owner is as follows:

SUMMARY OF VALUES	
VALUE OF THE SUBJECT AS A WHOLE PROPERTY	
Subject Land	$25,231,031
Contributory Value of Improvements	N/A
TOTAL	$25,231,031
TEMPORARY CONSTRUCTION EASEMENT	
Parcel 37E-32B	$488
Contributory Value of Improvements	$616
TOTAL	$1,104
TOTAL AWARD	
Temporary Construction Easement	$488
Improvements	$616
TOTAL	**$1,104**

CERTIFICATION

We certify that, to the best of our knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The reported analyses, opinions, and conclusions of the signers are limited only by the reported assumptions and limiting conditions, and are our personal, impartial, and unbiased professional analyses, opinions, and conclusions.
- The signers of this report has no present or prospective interest in the property that is the subject of this report, and no personal interest with respect to the parties involved.
- Jason Mushinski, MAI and Erin Pechal, MAI have performed a previous appraisal of the subject of this report within the three-year period immediately preceding acceptance of this assignment.
- The signers are not biased with respect to the property that is the subject of this report or to the parties involved with this assignment.
- The engagement in this assignment was not contingent upon developing or reporting predetermined results.
- That we have contacted the owner or his agent or have made every reasonable effort to contact the owner or his agent, to give them the opportunity to accompany me on my inspection of the property.
- That we have disregarded any increase or decrease in value prior to the date of valuation caused by this project, other than that due to physical deterioration with the reasonable control of the owners.
- The compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- The reported analysis, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the *Code of Professional Ethics* and *Standards of Professional Appraisal Practice* of the Appraisal Institute, and the *Uniform Standards of Professional Appraisal Practice*, as set forth by the Appraisal Standards Board of the Appraisal Foundation.
- Jason Mushinski, MAI inspected the property that is the subject of this report.
- Erin Pechal, MAI inspected the property that is the subject of this report.
- No one provided significant real property appraisal assistance to the appraisers signing the certification.
- The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
- As of the date of this report, Jason Mushinski, MAI and Erin Pechal, MAI have completed the continuing education program for Designated Members of the Appraisal Institute.



Jason Mushinski, MAI
Partner
Certified General Real Estate Appraiser
Texas License No.1335986-CG
Expiration Date 3/31/2028
713-467-5858
jmushinski@teelvg.com



Erin Pechal, MAI
Senior Appraiser
Certified General Real Estate Appraiser
Texas License No. 1338809-CG
Expiration Date 7/31/2028
713-467-5858
epechal@teelvg.com

RELIABILITY OF INFORMATION

Information used in this appraisal has been obtained from sources believed to be reliable. While reasonable diligence has been exercised in analyzing the data, the appraiser does not guarantee the accuracy of information supplied by third parties and assumes no liability for inaccuracies in such information unless otherwise stated.

LEGAL MATTERS, TITLE, AND SURVEY

No responsibility is assumed for legal matters affecting the property including title, liens, encumbrances, easements, or survey matters. Title is assumed to be good and marketable unless otherwise stated.

PROPERTY INSPECTION AND HIDDEN CONDITIONS

The appraisal assumes there are no hidden or unapparent conditions of the property, subsoil, or improvements that would materially affect value. The appraiser is not qualified to detect structural, engineering, or construction deficiencies.

ENVIRONMENTAL CONDITIONS

Unless otherwise stated, the property is assumed to be free of hazardous substances, environmental contamination, or other adverse environmental conditions. The appraiser is not qualified to detect such substances and assumes no responsibility for their presence. Clients are advised to obtain environmental inspections from qualified specialists where environmental concerns may exist.

COMPLIANCE WITH LAWS AND REGULATIONS

Unless otherwise stated, the property is assumed to comply with applicable zoning regulations, building codes, environmental regulations, and other governmental requirements.

AMERICANS WITH DISABILITIES ACT (ADA)

The appraiser has not made a specific compliance survey regarding the Americans with Disabilities Act or similar accessibility regulations. Compliance with such laws is assumed unless otherwise stated.

EFFECTIVE DATE OF VALUE

The opinions expressed in this report apply only as of the effective date of value stated herein. The appraiser assumes no responsibility for legal, physical, economic or other changes occurring after that date.

FORECASTS AND PROJECTIONS

Any projections, operating estimates, or forecasts contained in this report are based on assumptions about future events and market conditions. Actual results may vary materially.

USE AND INTENDED USERS

This report has been prepared solely for the client and intended users identified in the report for the intended use stated. No other party may rely upon this report without the prior written consent of Teel Valuation Group.

DISTRIBUTION AND PUBLICATION

Neither all nor any part of this report, including value conclusions or the identity of the appraiser, may be disseminated to the public through advertising, public relations, news media, or other communication without the prior written consent of Teel Valuation Group.

USE IN ENTIRETY

This report must be considered in its entirety. No portion of the report may be used independently of the whole.

TESTIMONY AND LITIGATION SERVICES

The appraiser is not required to provide testimony, deposition services, or court appearances relating to this appraisal unless prior arrangements have been made.

LIMITATION OF LIABILITY

The liability of Teel Valuation Group and its appraisers, employees, and agents for any claim arising out of this appraisal assignment shall be limited to the amount of the appraisal fee received for this assignment. Under no circumstances shall Teel Valuation Group be liable for consequential, incidental, special, or punitive damages.

Any dispute, claim, or controversy arising out of or relating to this appraisal assignment or the appraisal report shall be resolved by binding arbitration rather than court litigation. The arbitration shall be administered by the American Arbitration Association ("AAA") under the Expedited Procedures of the AAA's Commercial Rules, and the arbitrator shall be experienced in commercial real estate valuation or professional services disputes. Judgment upon the arbitration award may be entered in any court having jurisdiction.

THIRD-PARTY RELIANCE

No party other than the client and intended users identified in this report may rely upon this appraisal. If the client distributes this report to any other party, the client agrees to hold harmless Teel Valuation Group from claims arising from unauthorized reliance.

REPORT UPDATE LIMITATION

Assignment results, including value conclusions, are valid only as of the effective date of value. The appraiser has no obligation to update the report for events or conditions occurring after that date unless specifically engaged to do so.

WORK FILE OWNERSHIP

All analyses, work files, and supporting documentation prepared in connection with this appraisal remain the property of Teel Valuation Group, subject to applicable professional standards regarding retention and review.

MARKET DATA CONFIDENTIALITY CLAUSE

Certain information relied upon in this report may have been obtained from confidential sources including market participants, brokers, owners, tenants, lenders, or proprietary databases maintained by Teel Valuation Group. Teel Valuation Group shall not be required to disclose confidential market participants, proprietary databases, internal research, or analytical methodologies except as required by law or applicable professional standards.

DISCLAIMERS

- FEMA flood maps are not site specific and flood classification should be confirmed by a surveyor.
- Building measurements are approximate unless based on architectural plans or professional measurement services.
- Prospective values assume completion in accordance with plans and specifications.
- Mineral, oil, gas, and subsurface rights are excluded unless specifically addressed.
- Reconstruction costs may differ from insurance underwriting standards.
- Property approvals, permits, and certificates of occupancy are assumed valid.
- Separate land and improvement values cannot be used independently.
- Soil stability is assumed unless otherwise indicated.

ACCEPTANCE

Possession or use of this report constitutes acceptance of these assumptions and limiting conditions.

ADDENDA

ADDENDUM A

LAND SALE PROFILES

COMPARABLE 1

PROPERTY IDENTIFICATION

Property Name	East Line of Sharp Road, West of Katy Hockley Road
Address	East Line of Sharp Road, West of Katy Hockley Road Katy, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	047-136-000-0041, et al

TRANSACTION DATA

Status	Closed
Date	June 26, 2025
Seller	George Mellinger Britton, et al
Buyer	BGM Land Investments, LTD.
Recording Number	2025-246696
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$21,618,775
Analysis Price	$21,618,775
$/SF	$1.66
$/Acre	$72,500



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Residential (Single-Family) Land
Proposed Land Use	Single-Family Residential
Land Area	298.1900 Acres (12,989,156 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Rectangular
Flood Zone	Zone AE
Zoning Code	Not Zoned

REMARKS

The tract is fully located in Zone AE and does not contain any vertical improvements at the time of sale. there are no pipelines traversing the property. The site was purchased by a single family residential developer in the Houston area.

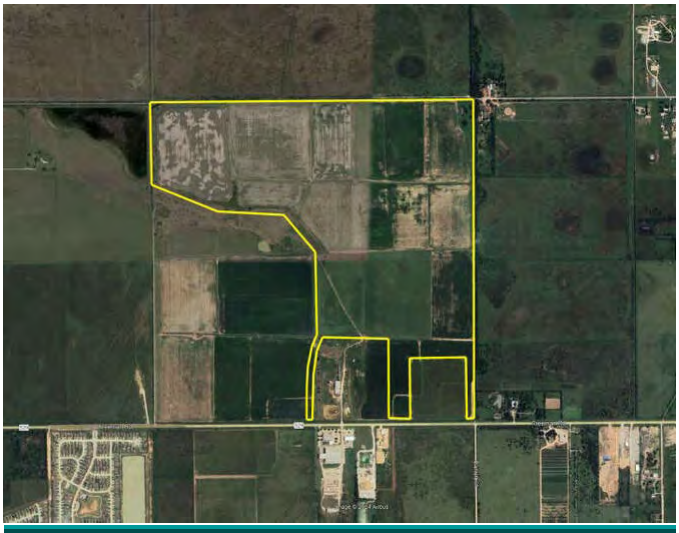
COMPARABLE 2

PROPERTY IDENTIFICATION

Address	North line of FM 529, east of FM 2855 Katy, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	275642, 275638

TRANSACTION DATA

Status	Closed
Date	February 28, 2024
Seller	Kenneth R. Jasek and Joanna H. Jaskek
Buyer	358 Jasek Farms Investments, Ltd.
Recording Number	RP-2024-71793
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$18,773,040
Analysis Price	$18,773,040
$/SF	$1.19
$/Acre	$52,000



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Subdivision-Residential Land
Proposed Land Use	Residential Subdivision
Land Area	361.0200 Acres (15,726,031 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Irregular
Topography	Level
Utilities	None at time of sale
Flood Zone	Zone AE, Zone X (Shaded)
Zoning Code	Not Zoned

REMARKS

This tract is located along FM 529 at the Harris/Waller County line. The majority of the tract is within Waller County. The property will be developed by DR Horton with a residential subdivision. A creek traverses the tract and a small portion is within Zone AE, the 100-year floodplain. Lakes will be developed and serve as detention and amenities for the overall subdivision. There are no pipelines traversing the property.

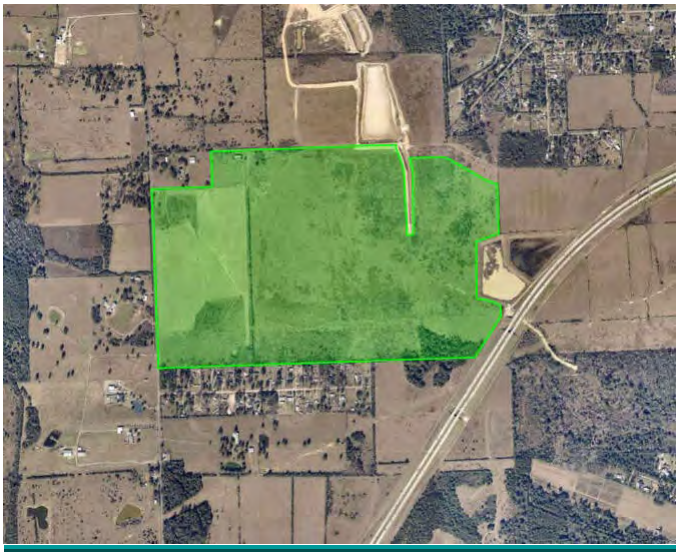
COMPARABLE 3

PROPERTY IDENTIFICATION

Address	West line of Grand Parkway, east line of Hopfe Road Hockley, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	0431430000020

TRANSACTION DATA

Status	Closed
Date	October 27, 2023
Seller	Cypress Grand Parkway (Houston) ASLI IX, LLC
Buyer	JDS Hopfe Rd, LLC
Recording Number	RP-2023-412967
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$30,254,650
Analysis Price	$30,254,650
$/SF	$2.18
$/Acre	$95,000



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Subdivision-Residential Land
Proposed Land Use	Residential Development
Land Area	318.4700 Acres (13,872,553 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Irregular
Topography	Level
Utilities	None at time of sale
Flood Zone	Zone X (Shaded)
Zoning Code	Not Zoned

REMARKS

Vacant tract purchased for residential development. The development will be associated with an ongoing development to the north known as Cypress Grand. A MUD will be developed. The tract has frontage along Hopfe Road and Grand Parkway. No pipelines encumbering the tract.

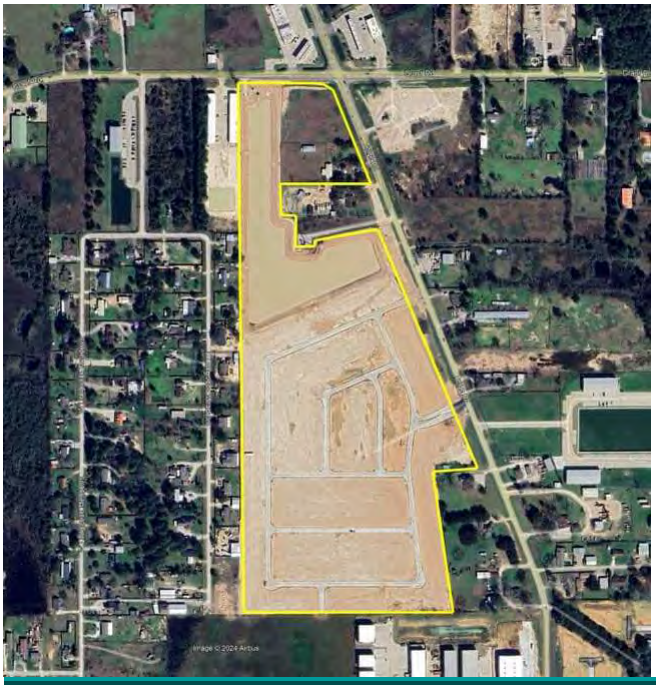
COMPARABLE 4

PROPERTY IDENTIFICATION

Address	Southwest corner of Grant Road and Telge Road Cypress, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	1423610010050, 0420610000038, 0420610000025, etc

TRANSACTION DATA

Status	Closed
Date	October 6, 2022
Seller	Lawrence Borgstedt, et al
Buyer	Weekley Homes, LLC
Recording Number	RP-2022-498759, RP-2022-498760
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$9,176,531
Analysis Price	$9,176,531
$/SF	$4.19
$/Acre	$182,472



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Subdivision-Residential Land
Proposed Land Use	Residential Development
Land Area	50.2900 Acres (2,190,632 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Irregular
Topography	Level
Utilities	Public utilities available
Flood Zone	Zone X (Shaded)
Zoning Code	Not Zoned

REMARKS

Weekley Homes purchased this 50.29 acre tract to develop a build-to-rent community. They were able to get annexed into MUD 5 for public utilities. The corner, approximately 10 acres, was sold subsequently for commercial development.

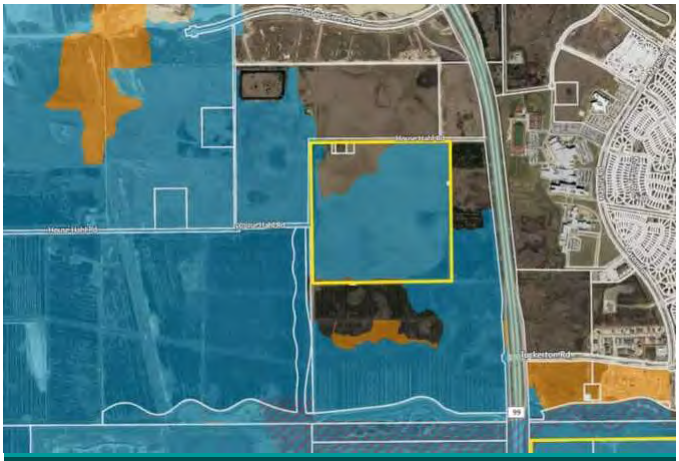
COMPARABLE 5

PROPERTY IDENTIFICATION

Property Name	Trendmaker Residential Site
Address	S/L of House Hahl Road and west of Grand Parkway Houston, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	043-092-000-0006

TRANSACTION DATA

Status	Closed
Date	May 19, 2022
Seller	BGM Land Investments, LTD., a Texas limited partnership
Buyer	TPHTL House Hahl, LLC, a Delaware limited liability company
Recording Number	2022-266455
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$26,965,382
Analysis Price	$26,965,382
$/SF	$4.00
$/Acre	$174,234



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Subdivision-Residential Land
Proposed Land Use	Residential Development
Land Area	154.7651 Acres (6,741,569 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Irregular
Topography	Level
Grade	At street grade
Utilities	Public available
Easements	None apparent
Flood Zone	Zone AE, Zone X (Shaded)
% in Flood Hazard	95.0%
Zoning Code	Not Zoned

REMARKS

This tract was purchased for residential lot development. Bridgeland will serve as the developer and will be paid a development fee by Trendmaker. The site has 2 crude oil pipelines near the northern border of the tract. This site is classified as a fully entitled tract of land.

ADDENDUM B

SURVEY

TRACT 37E-32B TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0172 ACRE OF LAND SITUATED IN THE
THOMAS J. STANSBURY SURVEY, ABSTRACT 710
HARRIS COUNTY, TEXAS

Being a 0.0172-acre (750 square feet) tract being out Restricted Reserve “A”, Block 1, of Cypress-Fairbanks I.S.D. Educational Campus as recorded in Film Code 567111 of the Harris County Map Records (H.C.M.R.) and part of a tract of land conveyed to Cypress-Fairbanks Independent School District, as recorded in Harris County Clerk’s File (H.C.C.F.) U389357 of the Official Public Records of Real Property of Harris County, situated in the Thomas J. Stansbury Survey, Abstract 710, Harris County, Texas; said tract being further described by metes and bounds as follows:

COMMENCING (having the Texas State Plane Coordinate: N=13,913,525.73, E=3,018,414.09) at a found 5/8-inch iron rod with cap stamped “West Belt” in the west right-of-way line of Woods Spillane Boulevard (100-foot right-of-way per Film Code 645096 H.C.M.R.) for the northerly northwest cut-back corner with Jarvis Road (100-foot right-of-way per Film Code 567111 H.C.M.R.);

THENCE North 02°04'02" West, along the west right-of-way line of Woods Spillane Boulevard, a distance of 588.00 feet to the **POINT OF BEGINNING** (having the Texas State Plane Coordinate: N=13,914,113.31, E=3,018,392.89) and the southeast corner of the herein described tract;

THENCE South 87°55'58" West, a distance of 25.00 feet to a point in the east line of a North Harris County Regional Water Authority water line easement (Tract 37E-32 WLE), as recorded in H.C.C.F. RP-2024-453906 for the southwest corner of the herein described tract;

THENCE North 02°04'02" West, along the east line of said water line easement, a distance of 30.00 feet to the northwest corner of the herein described tract;

THENCE North 87°55'58" East, a distance of 25.00 feet to a point in the west right-of-way line of Woods Spillane Boulevard for the northeast corner of the herein described tract;

THENCE South 02°04'02" East, along the west right-of-way line of Woods Spillane Bolevard, a distance of 30.00 feet to the **POINT OF BEGINNING**, and containing 0.0172 acre (750 square feet) of land.

TRACT 37E-32B TCE CONTINUED

37E-32B TCE
Page 2 of 2

NOTES

Bearings based on the Texas Coordinate System of 1983, South Central Zone. Distances are surface value and may be converted to grid by multiplying by a combined scale factor of 0.99992513. Coordinates are grid value and may be converted to surface by multiplying 1.000074876.

A separate Exhibit Map of even date accompanies this Metes & Bounds Description.

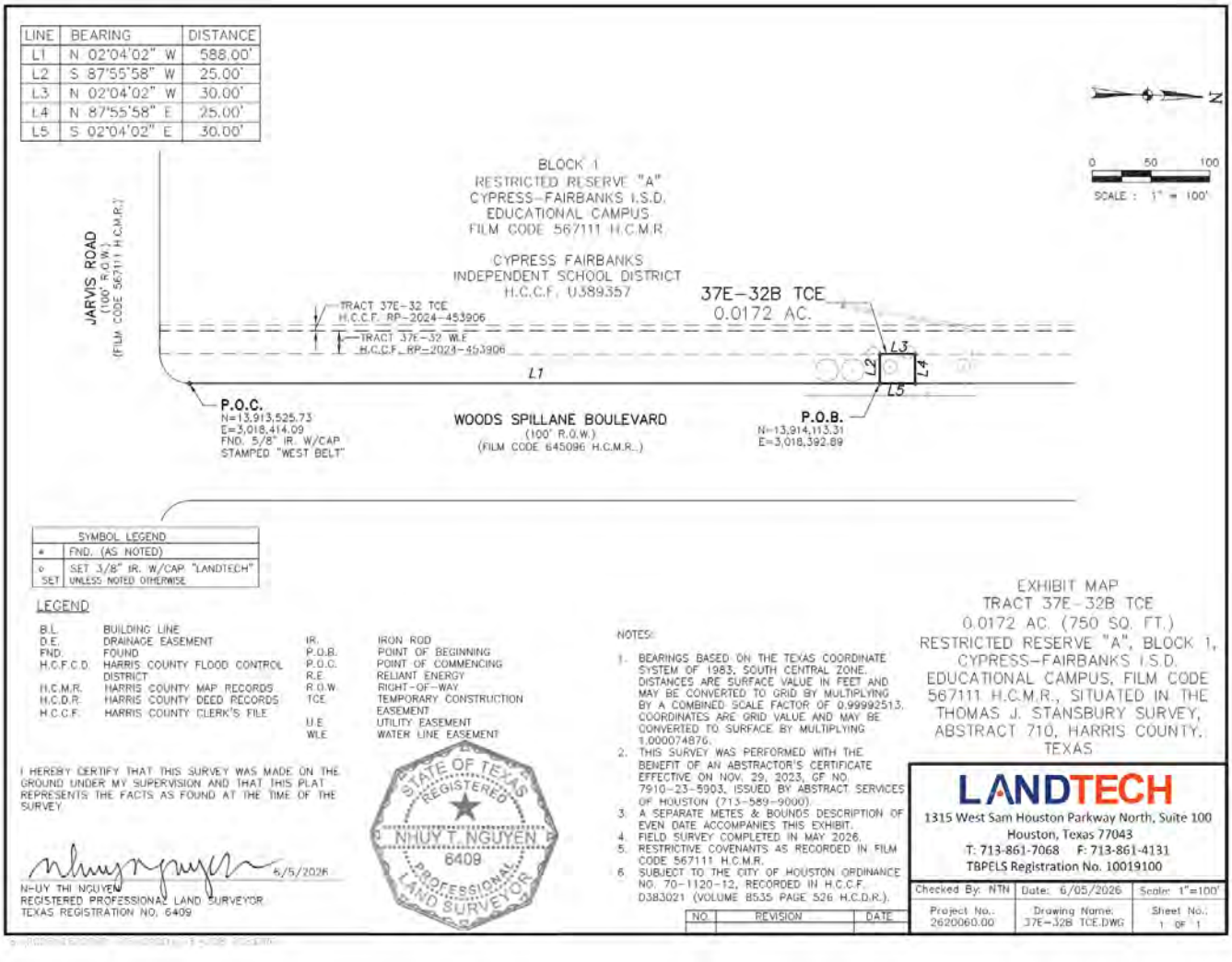
Field survey completed in May 2026.

6/5/26

Nhuy Thi Nguyen
Texas Registered Professional Land Surveyor 6409



Landtech, Inc.
TBPELS Firm 10019100
1315 W Sam Houston Parkway N, Suite 100
Houston, Texas 77043
713-861-7068
S:\2026\2620060 37E\SURVEY\CALC\parcels\37E-32B TCE MB.docx
Project 26-2-0060


LINE | BEARING | DISTANCE
L1 | N 02°04'02" W | 588.00'
L2 | S 87°55'58" W | 25.00'
L3 | N 02°04'02" W | 30.00'
L4 | N 87°55'58" E | 25.00'
L5 | S 02°04'02" E | 30.00'
N
0 50 100
SCALE : 1" = 100'
BLOCK 1
RESTRICTED RESERVE "A"
CYPRESS-FAIRBANKS I.S.D.
EDUCATIONAL CAMPUS
FILM CODE 567111 H.C.M.R.
CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
H.C.C.F. U389357
JARVIS ROAD
(100' R.O.W.)
(FILM CODE 567111 H.C.M.R.)
TRACT 37E-32 TCE
H.C.C.F. RP-2024-453906
TRACT 37E-32 WLE
H.C.C.F. RP-2024-453906
37E-32B TCE
0.0172 AC.
L1
L2
L3
L4
L5
P.O.C.
N=13,913,525.73
E=3,018,414.09
FND. 5/8" IR. W/CAP
STAMPED "WEST BELT"
WOODS SPILLANE BOULEVARD
(100' R.O.W.)
(FILM CODE 645096 H.C.M.R.)
P.O.B.
N=13,914,113.31
E=3,018,392.89
SYMBOL LEGEND
• FND. (AS NOTED)
○ SET 3/8" IR. W/CAP "LANDTECH" UNLESS NOTED OTHERWISE
LEGEND
B.L. BUILDING LINE
D.E. DRAINAGE EASEMENT
FND. FOUND
H.C.F.C.D. HARRIS COUNTY FLOOD CONTROL DISTRICT
H.C.M.R. HARRIS COUNTY MAP RECORDS
H.C.D.R. HARRIS COUNTY DEED RECORDS
H.C.C.F. HARRIS COUNTY CLERK'S FILE
IR. IRON ROD
P.O.B. POINT OF BEGINNING
P.O.C. POINT OF COMMENCING
R.E. RELIANT ENERGY
R.O.W. RIGHT-OF-WAY
TCE TEMPORARY CONSTRUCTION EASEMENT
U.E. UTILITY EASEMENT
WLE WATER LINE EASEMENT
I HEREBY CERTIFY THAT THIS SURVEY WAS MADE ON THE GROUND UNDER MY SUPERVISION AND THAT THIS PLAT REPRESENTS THE FACTS AS FOUND AT THE TIME OF THE SURVEY.
6/5/2026
N-UY THI NGUYEN
REGISTERED PROFESSIONAL LAND SURVEYOR
TEXAS REGISTRATION NO. 6409
STATE OF TEXAS
REGISTERED
NHUY T. NGUYEN
6409
PROFESSIONAL
LAND SURVEYOR
NOTES:
1. BEARINGS BASED ON THE TEXAS COORDINATE SYSTEM OF 1983, SOUTH CENTRAL ZONE. DISTANCES ARE SURFACE VALUE IN FEET AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY A COMBINED SCALE FACTOR OF 0.99992513. COORDINATES ARE GRID VALUE AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING 1.000074876.
2. THIS SURVEY WAS PERFORMED WITH THE BENEFIT OF AN ABSTRACTOR'S CERTIFICATE EFFECTIVE ON NOV. 29, 2023, GF NO. 7910-23-5903, ISSUED BY ABSTRACT SERVICES OF HOUSTON (713-589-9000).
3. A SEPARATE METES & BOUNDS DESCRIPTION OF EVEN DATE ACCOMPANIES THIS EXHIBIT.
4. FIELD SURVEY COMPLETED IN MAY 2026.
5. RESTRICTIVE COVENANTS AS RECORDED IN FILM CODE 567111 H.C.M.R.
6. SUBJECT TO THE CITY OF HOUSTON ORDINANCE NO. 70-1120-12, RECORDED IN H.C.C.F. D383021 (VOLUME 8535 PAGE 526 H.C.D.R.).
NO. REVISION DATE
EXHIBIT MAP
TRACT 37E-32B TCE
0.0172 AC. (750 SQ. FT.)
RESTRICTED RESERVE "A", BLOCK 1,
CYPRESS-FAIRBANKS I.S.D.
EDUCATIONAL CAMPUS, FILM CODE
567111 H.C.M.R., SITUATED IN THE
THOMAS J. STANSBURY SURVEY,
ABSTRACT 710, HARRIS COUNTY,
TEXAS
LANDTECH
1315 West Sam Houston Parkway North, Suite 100
Houston, Texas 77043
T: 713-861-7068 F: 713-861-4131
TBPELS Registration No. 10019100
Checked By: NTN | Date: 6/05/2026 | Scale: 1"=100'
Project No.: 2620060.00 | Drawing Name: 37E-32B TCE.DWG | Sheet No.: 1 OF 1

TEEL
VALUATION GROUP

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Austin TX 78737

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Lubbock, TX 79423

El Paso
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El Paso, TX 79901

Albuquerque
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Albuquerque, NM 87110

Tampa
1600 E 8th Avenue, Suite A200
Tampa, FL 33605



TEEL
VALUATION GROUP

REAL ESTATE VALUATION AND ADVISORY SINCE 1983

About Teel Valuation Group

Teel Valuation Group was founded in 1983 by Gerald Teel with a commitment to rigorus analysis, professional independence, and the highest standards of commerical real estate valuation. Over four decades, the firm has grown into a regional organization with national coverage, now led by nine partners and supported by a multidisiplinary team of valuation professionals. Today, Teel Valuation Group serves financial institutions , attorneys, government agencies, estates and trusts, corportations, and private investors, earning a reputation for thoughtful analysis, technical expertise, and reliable service on complex assignments.

TVG

Clients Served Per Year	MAI's	Office Locations	States Certified In	Years of Service	States We Serve
400+	13	7	30+	43+	50

Where We Work



The Leadership Team



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Jason Mushinski, MAI
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Gerald Teel, CRE, SGA
Of Counsel
gteel@teelvg.com

Specialty Practices

- Right of Way
- Litigation
- Yellow Book
- Estate/Trust
- Financial Institutions
- HUD/HTC
- Fannie/Freddie

Property Types

- Retail
- Office
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- Land
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- Convenience Stores
- Auto Dealerships
- Farm & Ranch
- Golf Course
- Special Use Assets

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Trusted Advice.

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Houston | Dallas | Austin | Lubbock |
El Paso | Albuquerque | Tampa

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www.teelvg.com

Scan this QR code to view our website:

LANDOWNER'S BILL OF RIGHTS



THE STATE OF TEXAS

LANDOWNER'S BILL OF RIGHTS

This Landowner's Bill of Rights applies to any attempt to condemn your property. The contents of this Bill of Rights are set out by the Texas Legislature in Texas Government Code section 402.031 and chapter 21 of the Texas Property Code. Any entity exercising eminent domain authority must provide a copy of this Bill of Rights to you.

1. You are entitled to receive adequate compensation if your property is condemned.
2. Your property can only be condemned for a public use.
3. Your property can only be condemned by a governmental entity or private entity authorized by law to do so.
4. The entity that wants to acquire your property must notify you that it intends to condemn your property.
5. The entity proposing to acquire your property must provide you with a written appraisal from a certified appraiser detailing the adequate compensation you are owed for your property.
6. If you believe that a registered easement or right-of-way agent acting on behalf of the entity that wants to acquire your property has engaged in misconduct, you may file a written complaint with the Texas Real Estate Commission (TREC) under section 1101.205 of the Texas Occupations Code. The complaint should be signed and may include any supporting evidence.
7. The condemning entity must make a bona fide offer to buy the property before it files a lawsuit to condemn the property—meaning the condemning entity must make a good faith offer that conforms with chapter 21 of the Texas Property Code.
8. You may hire an appraiser or other professional to determine the value of your property or to assist you in any condemnation proceeding.
9. You may hire an attorney to negotiate with the condemning entity and to represent you in any legal proceedings involving the condemnation.
10. Before your property is condemned, you are entitled to a hearing before a court-appointed panel of three special commissioners. The special commissioners must determine the amount of compensation the condemning entity owes for condemning your property. The commissioners must also determine what compensation, if any, you are entitled to receive for any reduction in value of your remaining property.
11. If you are unsatisfied with the compensation awarded by the special commissioners, or if you question whether the condemnation of your property was proper, you have the right to a trial by a judge or jury. You may also appeal the trial court's judgment if you are unsatisfied with the result.

PREPARED BY THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS • NOVEMBER 2025

CONDEMNATION PROCEDURE

Eminent domain is the legal authority certain governmental and private entities have to condemn private property for public use in exchange for adequate compensation. Only entities authorized by law to do so may condemn private property. Private property can include land and certain improvements that are on that property.

WHO CAN I HIRE TO HELP ME?

You can hire an appraiser or real estate professional to help you determine the value of your property as well as an attorney to negotiate with a condemning entity or to represent you during condemnation proceedings.

WHAT QUALIFIES AS A PUBLIC PURPOSE OR USE?

Your property may be condemned only for a purpose or use that serves the general public. This could include building or expanding roadways, public utilities, parks, universities, and other infrastructure serving the public. Texas law does not allow condemning authorities to exercise eminent domain for tax revenue or economic development.

WHAT IS ADEQUATE COMPENSATION?

Adequate compensation typically means the market value of the property being condemned. It could also include certain damages if your remaining property's market value is diminished by the condemnation or the public purpose for which it is being condemned.

OTHER THAN ADEQUATE COMPENSATION, WHAT OTHER COMPENSATION COULD I BE OWED?

If you are displaced from your residence or place of business, you may be entitled to reimbursement for reasonable expenses incurred while moving to a new site. However, reimbursement costs may not be available if those expenses are recoverable under another law. Also, reimbursement costs are capped at the market value of the property.

WHAT DOES A CONDEMNOR HAVE TO DO BEFORE CONDEMNING MY PROPERTY?

- Provide you a copy of this Landowner's Bill of Rights before, or at the same time as, the entity first represents that it possesses eminent domain authority. It is also required to send this Landowner's Bill of Rights to the last known address of the person listed as the property owner on the most recent tax roll at least seven days before making its final offer to acquire the property.
  - If the condemnor seeks to condemn a right-of-way easement for a pipeline or electric transmission line and is a private entity, the condemnor must also provide you a copy of the Landowner's Bill of Right's addendum.
  - The addendum describes the standard terms required in an instrument conveying property rights (such as a deed transferring title or an easement spelling out the easement rights) and what terms you can negotiate.
- Make a bona fide offer to purchase the property. This process is described more fully in chapter 21 of the Texas Property Code. A "bona fide offer" involves both an initial written offer as well as a final written offer.
  - The initial written offer must include:
    - » a copy of the Landowner's Bill of Rights and addendum (if applicable);
    - » either a large-font, bold-print statement saying whether the offered compensation includes damages to the remainder of your remaining property or a formal appraisal of the property that identifies any damages to the remaining property (if any);
    - » the conveyance instrument (such as an easement or deed); and
    - » the name and telephone number of an employee, affiliate, or legal representative of the condemning entity.
  - The final written offer must be made at least 30 days after the initial written offer and must include, if not previously provided:
    - » compensation equal to or more than the amount listed in a written, certified appraisal that is provided to you;
    - » copies of the conveyance instrument; and
    - » the Landowner's Bill of Rights.
- Disclose any appraisal reports. When making its initial offer, the condemning entity must share its appraisal reports that relate to the property from the past 10 years. You have the right to discuss the offer with others and to either accept or reject the offer made by the condemning entity.

WHAT IF I DO NOT ACCEPT AN OFFER BY THE CONDEMNING AUTHORITY?

The condemnor must give you at least 14 days to consider the final offer before filing a lawsuit to condemn your property, which begins the legal condemnation process.

HOW DOES THE LEGAL CONDEMNATION PROCESS START?

The condemnor can start the legal condemnation process by filing a lawsuit to acquire your property in the appropriate court of the county where the property is located. When filing the petition, the condemnor must send you a copy of the petition by certified mail, return receipt requested, and first class mail. It must also send a copy to your attorney if you are represented by counsel.

WHAT DOES THE CONDEMNOR HAVE TO INCLUDE IN THE LAWSUIT FILED WITH THE COURT?

The lawsuit must describe the property being condemned and state the following: the public use; your name; that you and the condemning entity were unable to agree on the value of the property; that the condemning entity gave you the Landowner's Bill of Rights; and that the condemning entity made a bona fide offer to voluntarily purchase the property from you.

SPECIAL COMMISSIONERS' HEARING AND AWARD

No later than 30 days after the condemning entity files a condemnation lawsuit in court, the judge will appoint three local landowners to serve as special commissioners and two alternates. The judge will promptly give the condemnor a signed order appointing the special commissioners and the condemnor must give you, your lawyer, and other parties a copy of the order by certified mail, return receipt requested. The special commissioners will then schedule a condemnation hearing at the earliest practical time and place and to give you written notice of the hearing.



WHAT DO THE SPECIAL COMMISSIONERS DO?

The special commissioners' job is to decide what amount of money is adequate to compensate you for your property. The special commissioners will hold a hearing where you and other interested parties may introduce evidence. Then the special commissioners will determine the amount of money that is adequate compensation and file their written decision, known as an "Award," in the court with notice to all parties. Once the Award is filed, the condemning entity may take possession and start using the property being condemned, even if one or more parties object to the Award of the special commissioners.

ARE THERE LIMITATIONS ON WHAT THE SPECIAL COMMISSIONERS CAN DO?

Yes. The special commissioners are tasked only with determining monetary compensation for the value of the property condemned and the value of any damages to the remaining property. They do not decide whether the condemnation is necessary or if the public use is proper. Further, the special commissioners do not have the power to alter the terms of an easement, reduce the size of the land acquired, or say what access will be allowed to the property during or after the condemnation. The special commissioners also cannot determine who should receive what portion of the compensation they award. Essentially, the special commissioners are empowered only to say how much money the condemnor should pay for the land or rights being acquired.

WHO CAN BE A SPECIAL COMMISSIONER?

Special commissioners must be landowners and residents in the county where the condemnation proceeding is filed, and they must take an oath to assess the amount of adequate compensation fairly, impartially, and according to the law.

WHAT IF I WANT TO OBJECT TO A SPECIAL COMMISSIONER?

The judge must provide to the parties the names and contact information of the special commissioners and alternates. Each party will have up to 10 days after the date of the order appointing the special commissioners or 20 days after the date the petition was filed, whichever is later, to strike one of the three special commissioners. If a commissioner is struck, an alternate will serve as a replacement. Another party may strike a special commissioner from the resulting panel within three days after the date the initial strike was filed or the date of the initial strike deadline, whichever is later.

WHAT WILL HAPPEN AT THE SPECIAL COMMISSIONERS' HEARING?

The special commissioners will consider any evidence (such as appraisal reports and witness testimony) on the value of your condemned property, the damages or value added to remaining property that is not being condemned, and the condemning entity's proposed use of the property.

WHAT ARE MY RIGHTS AT THE SPECIAL COMMISSIONERS' HEARING?

You have the right to appear or not appear at the hearing. If you do appear, you can question witnesses or offer your own evidence on the value of the property. The condemning entity must give you all existing appraisal reports regarding your property used to determine an opinion of value at least three days before the hearing. If you intend to use appraisal reports to support your claim about adequate compensation, you must provide them to the condemning entity 10 days after you receive them or three business days before the hearing, whichever is earlier.

DO I HAVE TO PAY FOR THE SPECIAL COMMISSIONERS' HEARING?

If the special commissioners' award is less than or equal to the amount the condemning entity offered to pay before the proceedings began, then you may be financially responsible for the cost of the condemnation proceedings. But, if the award is more than the condemning entity offered to pay before the proceedings began, then the condemning entity will be responsible for the costs.

WHAT DOES THE CONDEMNOR NEED TO DO TO TAKE POSSESSION OF THE PROPERTY?

Once the condemning entity either pays the amount of the award to you or deposits it into the court's registry, the entity may take possession of the property and put the property to public use. Non-governmental condemning authorities may also be required to post bonds in addition to the award amount. You have the right to withdraw funds that are deposited into the registry of the court, but when you withdraw the money, you can no longer challenge whether the eminent domain action is valid—only whether the amount of compensation is adequate.

OBJECTING TO THE SPECIAL COMMISSIONERS' AWARD

If you, the condemning entity, or any other party is unsatisfied with the amount of the award, that party can formally object. The objection must be filed in writing with the court and is due by the first Monday following the 20th day after the clerk gives notice that the commissioners have filed their award with the court. If no party timely objects to the special commissioners' award, the court will adopt the award amount as the final compensation due and issue a final judgment in absence of objection.

WHAT HAPPENS AFTER I OBJECT TO THE SPECIAL COMMISSIONERS' AWARD?

If a party timely objects, the court will hear the case just like other civil lawsuits. Any party who objects to the award has the right to a trial and can elect whether to have the case decided by a judge or jury.

WHO PAYS FOR TRIAL?

If the verdict amount at trial is greater than the amount of the special commissioners' award, the condemnor may be ordered to pay costs. If the verdict at trial is equal to or less than the amount the condemnor originally offered, you may be ordered to pay costs.

IS THE TRIAL VERDICT THE FINAL DECISION?

Not necessarily. After trial any party may appeal the judgment entered by the court.



DISMISSAL OF THE CONDEMNATION ACTION

A condemnation action may be dismissed by either the condemning authority itself or on a motion by the landowner.

WHAT HAPPENS IF THE CONDEMNING AUTHORITY NO LONGER WANTS TO CONDEMN MY PROPERTY?

If a condemning entity decides it no longer needs your condemned property, it can file a motion to dismiss the condemnation proceeding. If the court grants the motion to dismiss, the case is over, and you can recover reasonable and necessary fees for attorneys, appraisers, photographers, and for other expenses up to that date.

WHAT IF I DO NOT THINK THE CONDEMNING ENTITY HAS THE RIGHT TO CONDEMN MY PROPERTY?

You can challenge the right to condemn your property by filing a motion to dismiss the condemnation proceeding. For example, a landowner could challenge the condemning entity's claim that it seeks to condemn the property for a public use. If the court grants the landowner's motion, the court may award the landowner reasonable and necessary fees and expenses incurred to that date.

CAN I GET MY PROPERTY BACK ONCE IT IS CONDEMNED?

You may have the right to repurchase your property if your property is acquired through eminent domain and:

- the public use for which the property was acquired is canceled before that property is put to that use,
- no actual progress is made toward the public use within 10 years, or
- the property becomes unnecessary for public use within 10 years.

Additionally, you may have the right to repurchase your property if your property is acquired through eminent domain and the condemning authority:

- is required to pay property taxes on the property,
- has received a tax bill for the property, and
- has failed to pay any property taxes on the property within three years of the taxes becoming due.

The repurchase price is the price you were paid at the time of the condemnation.

ADDITIONAL RESOURCES AND ADDENDA

For more information about the procedures, timelines, and requirements outlined in this document, see chapter 21 of the Texas Property Code. An addenda discussing the terms required for an instrument of conveyance under Property Code section 21.0114(c), and the conveyance terms that a property owner may negotiate under Property Code section 21.0114(d), is attached to this statement.

The information in this statement is intended to be a summary of the applicable portions of Texas state law as required by HB 1495, enacted by the 80th Texas Legislature, Regular Session, and HB 2730, enacted by the 87th Texas Legislature, Regular Session. This statement is not legal advice and is not a substitute for legal counsel.

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS	§	

THAT FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas (being referred to herein as "Grantor," whether one or more) does hereby grant, sell, and convey unto the NORTH HARRIS COUNTY REGIONAL WATER AUTHORITY (the "Authority"), a governmental agency and body politic and corporate situated in Harris County, Texas, and having a mailing address of 3648 Cypress Creek Parkway, Suite 110, Houston, Texas 77068, Attention: General Manager, its successors and assigns, a temporary construction easement (the "Temporary Construction Easement") over, on, across, and under the parcel of land described in Exhibit "A" attached hereto, for the purpose of providing a work area for the Authority, its agents, contractors, subcontractors, and its and their employees for the construction of an underground pipeline for the transportation of water, together with appurtenances thereto an equipment ancillary to the operation thereof, and allowing the Authority, its agents, contractors, subcontractors, and its and their employees such access to such work area as described in said Exhibit "A" for such construction.

Grantor shall not do, or permit to be done, by act or omission, anything that interferes with the Authority's use of the Temporary Construction Easement for the purposes described above.

The Authority hereby agrees to restore the Temporary Construction Easement to as near the original condition as is reasonably practicable.

The Authority's rights in and to the Temporary Construction Easement, and its right to use the same, shall expire upon completion of construction or twelve (12) months from the conclusion of the original Temporary Construction Easement granted to the Authority, which is set to conclude on March 3, 2027, whichever occurs first.

This agreement shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns, as applicable, of Grantor and the Authority. The rights granted to the Authority (and the obligations of the Authority hereunder) may be assigned in whole or in part by the Authority.

TO HAVE AND TO HOLD said Temporary Construction Easement unto the Authority, its successors and assigns, for the period set forth herein.

[SIGNATURE PAGES TO FOLLOW]

IN WITNESS WHEREOF, Grantor has hereunto set his/her hand this ___ day of _____, 20___.

GRANTOR

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision in the State of Texas

By: _____

Name: _____

Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 20___, by _____, _____ of Cypress-Fairbanks Independent School District, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

(NOTARY SEAL)

_____
Notary Public's Signature

EXHIBIT A

TRACT 37E-34 TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)
METES AND BOUNDS OF
0.0228 ACRES OF LAND SITUATED IN THE
T.J. STANSBURY SURVEY, ABSTRACT NO. 710
HARRIS COUNTY, TEXAS

Being a tract of land containing 0.0228 acres (992 square feet) situated in the T.J. Stansbury Survey, Abstract No. 710 in Harris County, Texas. Said 0.0228-acre tract being out of Restricted Reserve "A" (Restricted To School Use Only) in Block 1 of Cypress-Fairbanks I.S.D. Educational Campus, a subdivision according to the map thereof recorded at Film Code No. 567111 of the Harris County Map Records in said Harris County (HCMR), Texas. Said Restricted Reserve "A" containing 178.223 acres conveyed unto Cypress Fairbanks Independent School District by deed recorded under Harris County Clerk's File Number (HCCF No.) U389357 on 05/09/2000, and deed recorded under Harris County Clerk's File No. V068587 on 05/18/2001, both of the Official Public Records for Real Property in said Harris County (HCOPRRP), Texas. Said 0.0228-acre tract being more particularly described by metes and bounds as follows; all bearings are referenced to the Texas Coordinate System of 1983, South Central Zone 4204-NAD83 Datum:

COMMENCING at a capped 5/8-inch iron rod found in the south line of said Restricted Reserve "A" and Cypress Fairbanks Independent School District tract. Said point lying in the north line of Jarvis Road (100 feet wide per HCCF No. C753055, and Film Code No. 567111 and HCCF No. Z171954). Said point lying in a curve to the left; Said **COMMENCING POINT** having grid coordinate values, North = 13,913,514.63 and East = 3,019,773.18;

THENCE (C1) along the line common to said Restricted Reserve "A" and Cypress Fairbanks Independent School District tract and said Jarvis Road and along said curve to the left, with a radius of 1045.53 feet, a central angle of 06°01'42", a chord bearing South 85°37'31" East, a chord distance of 109.95 feet, an arc distance of 110.00 feet, to the southwest corner and **POINT OF BEGINNING** of said tract herein described. Said **BEGINNING POINT** having grid coordinate values, North = 13,913,506.24 and East = 3,019,882.81;

THENCE (L1) North 01°21'38" East, leaving said common line, over and across said Restricted Reserve "A" and Cypress Fairbanks Independent School District tract, a distance of 30.00 feet, to a calculated point for the northwest corner of said tract herein described. Said point being the beginning of a non-tangent curve to the left;

THENCE (C2) with said curve to the left, with a radius of 1015.53 feet, a central angle of 03°25'48", a chord bearing North 89°38'44" East, a chord distance of 60.79 feet, an arc distance of 60.80 feet, to a calculated point for corner;

THENCE (L2) North 87°55'50" East, a distance of 8.36 feet, to calculated point for the northeast corner of said tract herein described. Said point lying in the line common to Restricted Reserve "A" and Cypress Fairbanks Independent School District tract and of Restrictive Reserve "A", Block 1 of Harris County Municipal Utility District No. 365 Wastewater Treatment Plant Site, a subdivision according to the map thereof recorded at Film Code No. 455113, HCMR;

37E-34 TCE CONTINUED

THENCE (L3) South 01°50’56” East, along the line common to said Restricted Reserve “A” of Cypress-Fairbanks I.S.D. Educational Campus and Cypress Fairbanks Independent School District tract and Restrictive Reserve “A”, Block 1 of Harris County Municipal Utility District No. 365 Wastewater Treatment Plant Site, a distance of 10.00 feet, to a 5/8-inch iron rod, found with cap stamped “STV” for the southeast corner of said tract herein described. Said point being the northeast corner of a Water Line Easement (WLE) described by separate instrument;

THENCE (L4) South 87°55’50” West, along the north line of said WLE, a distance of 8.32 feet, to a 5/8-inch iron rod, found with cap stamped “STV” for corner. Said point lying on a curve to the right;

THENCE (C3) continuing along the north line of said WLE and along said curve to the right, having a radius of 1025.53 feet, a central angle of 02°36’29”, a chord bearing South 89°14’04” West, a chord distance of 46.68 feet, an arc distance of 46.68 feet, to a to a 5/8-inch iron rod, found with cap stamped “STV” for corner;

THENCE (L5) South 00°32’19” West, along the west line of said WLE, a distance of 20.00 feet, to a 5/8-inch iron rod, found with cap stamped “STV” for the southeast corner of said tract herein described. Said point lying in the line common to said Restricted Reserve “A” of Cypress-Fairbanks I.S.D. Educational Campus and Cypress Fairbanks Independent School District tract and the north ROW line of said Jarvis Road. Said point lying in a curve to the right with a radius of 1045.53 feet;

THENCE (C4) along said common line and along said curve to the right, having a central angle of 00°49’19”, a chord bearing North 89°03’02” West, a chord distance of 15.00 feet, an arc distance of 15.00 feet to the **POINT OF BEGINNING** and containing 992 square feet or 0.0228 acres of land.

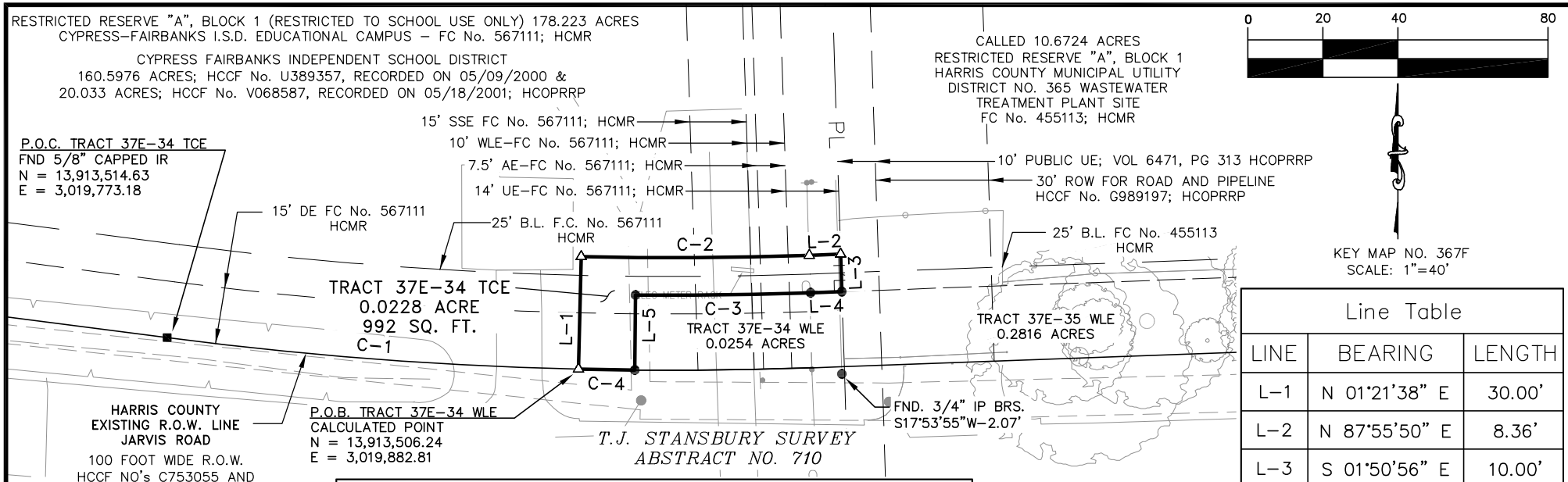
A parcel map of even date (09/13/2024) was prepared in conjunction with this property description.

Distances are surface and may be converted to grid by multiplying by a scale factor of 0.99992513.
Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.



Joel D. Hiller
Registered Professional Land Surveyor No. 5522
CP&Y DBA STV Infrastructure
Texas Firm No. 10194115
11757 Katy Freeway, Suite 1540
Houston, Texas 77079
(713) 532-1730

Date: September 13, 2024



Line Table		
LINE	BEARING	LENGTH
L–1	N 01°21'38" E	30.00'
L–2	N 87°55'50" E	8.36'
L–3	S 01°50'56" E	10.00'
L–4	S 87°55'50" W	8.32'
L–5	S 00°32'19" W	20.00'

Curve Table					
CURVE	DELTA	RADIUS	ARC	CH. BEARING	CHORD
C–1	6°01'42"	1045.53'	110.00'	S 85°37'31" E	109.95'
C–2	3°25'48"	1015.53'	60.80'	N 89°38'44" E	60.79'
C–3	2°36'29"	1025.53'	46.68'	S 89°14'04" W	46.68'
C–4	0°49'19"	1045.53'	15.00'	N 89°03'02" W	15.00'

SYMBOL LEGEND	
■	FND 5/8" IR. (C.M.) UNLESS OTHERWISE NOTED
●	FND 5/8" CAPPED IR. STAMPED "STV" UNLESS OTHERWISE NOTED
△	CALCULATED POINT

LEGEND

AE	ACCESS EASEMENT
AER	AERIAL EASEMENT
B.L.	BUILDING SETBACK LINE
BRS	BEARS
CF No.	CLERK'S FILE NUMBER
C.M.	CONTROL MONUMENT
DE	DRAINAGE EASEMENT
ESMT.	EASEMENT
FC No.	FILM CODE
FND	FOUND
HCCF No.	HARRIS COUNTY CLERK'S FILE NUMBER
HCDR	HARRIS COUNTY DEED RECORDS
HCMR	HARRIS COUNTY MAP RECORDS
HCOPRRP	HARRIS COUNTY OFFICIAL PUBLIC RECORDS OF REAL PROPERTY
IR	IRON ROD
PG	PAGE
PL	PROPERTY LINE
POB	POINT OF BEGINNING
POC	POINT OF COMMENCING
PROP.	PROPOSED
R.O.W.	RIGHT–OF–WAY
SQ. FT.	SQUARE FEET
SSE	SANITARY SEWER EASEMENT
STM SE	STORM SEWER EASEMENT
UE	UTILITY EASEMENT
VOL	VOLUME
WLE	WATER LINE EASEMENT

NOTES

1) THE COORDINATES AND BEARINGS SHOWN HEREON ARE BASED UPON TEXAS SOUTH CENTRAL ZONE NO. 4204, STATE PLANE GRID COORDINATES (NAD83). DISTANCES ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

2) PROPERTY APPEARS VESTED IN CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT BY DEEDS RECORDED UNDER HARRIS COUNTY CLERK'S FILE NO. U389357 & V068587.

3) THIS MAP IS ACCOMPANIED BY METES AND BOUNDS DESCRIPTION PREPARED BY THIS SURVEYOR DATED 09–13–2024.

4) THIS SURVEY WAS PERFORMED WITHOUT THE BENEFIT OF A CURRENT TITLE COMMITMENT. DEED ABSTRACTING WAS PROVIDED BY TITLE HOUSTON HOLDINGS (GF NO. 7910–23–5905).

5) ALL EASEMENTS REFERENCED IN THE ABSTRACTOR'S CERTIFICATE AFFECTING THE SUBJECT PARCEL ARE SHOWN HEREON. THE FOLLOWING EASEMENTS DO NOT AFFECT: 15' WLE & 20' ROADWAY ESMT. – FC No. 567111; VOL. 2281, PG. 501; VOL. 2715, PG. 132; HCCF No's C026319, C246128; HCCF No's C754544, C780506, C823623, D047369 (CORRECTED IN D413906); HCCF No. D809898; HCCF No. R664272; HCCF No. X561489; HCCF No. X561489; HCCF No. Y428980; HCCF No. 20070454307; HCCF No. 20110070063;

6) ORDINANCE NO. 70–1120–12 AND CENTERPOINT ENERGY HOUSTON ELECTRIC ESMT – HCCF No. RP–2022–211977 ARE BLANKET STYLE AND NON–PLOTTABLE AND DO AFFECT THE SUBJECT PARCEL AS WELL AS THE RESTRICTIONS AND COVENANTS REFERENCED IN THE ABOVE MENTIONED ABSTRACTOR'S REPORT.

SURVEYOR'S CERTIFICATION:

I, JOEL D. HILLER HEREBY CERTIFY THAT THIS MAP CORRECTLY REPRESENTS THE FACTS FOUND AS A RESULT OF AN ACTUAL SURVEY CONDUCTED UNDER MY SUPERVISION.

STATE OF TEXAS
REGISTERED
JOEL D. HILLER
5522
PROFESSIONAL
LAND SURVEYOR

JOEL D. HILLER, R.P.L.S. NO. 5522

EXHIBIT MAP
TRACT 37E-34 TCE
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0228 ACRES (992 SQ. FT.) OF LAND SITUATED IN THE
T.J. STANSBURY SURVEY, ABSTRACT NO. 710
IN HARRIS COUNTY, TEXAS

JOB NO.: NHCR2200055.02	SHEET: 3 OF 3	DATE: 09–13–2024
DRAWN BY: SWIM	SCALE: 1" = 40'	CHECKED BY: J.D.H.

11757 Katy Freeway, Suite 1540,
Houston, Texas 77079
773.532.1730 - TBPELS 10194115

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS	§	

THAT FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas (being referred to herein as "Grantor," whether one or more) does hereby grant, sell, and convey unto the NORTH HARRIS COUNTY REGIONAL WATER AUTHORITY (the "Authority"), a governmental agency and body politic and corporate situated in Harris County, Texas, and having a mailing address of 3648 Cypress Creek Parkway, Suite 110, Houston, Texas 77068, Attention: General Manager, its successors and assigns, a temporary construction easement (the "Temporary Construction Easement") over, on, across, and under the parcel of land described in Exhibits "A" and "B" attached hereto, for the purpose of providing a work area for the Authority, its agents, contractors, subcontractors, and its and their employees for the construction of an underground pipeline for the transportation of water, together with appurtenances thereto an equipment ancillary to the operation thereof, and allowing the Authority, its agents, contractors, subcontractors, and its and their employees such access to such work area as described in said Exhibits "A" and "B" for such construction.

Grantor shall not do, or permit to be done, by act or omission, anything that interferes with the Authority's use of the Temporary Construction Easement for the purposes described above.

The Authority hereby agrees to restore the Temporary Construction Easement to as near the original condition as is reasonably practicable.

The Authority's rights in and to the Temporary Construction Easement, and its right to use the same, shall expire upon completion of construction or twelve (12) months from the conclusion of the original Temporary Construction Easement granted to the Authority, which is set to conclude on January 1, 2028, whichever occurs first.

This agreement shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns, as applicable, of Grantor and the Authority. The rights granted to the Authority (and the obligations of the Authority hereunder) may be assigned in whole or in part by the Authority.

TO HAVE AND TO HOLD said Temporary Construction Easement unto the Authority, its successors and assigns, for the period set forth herein.

[SIGNATURE PAGES TO FOLLOW]

IN WITNESS WHEREOF, Grantor has hereunto set his/her hand this ___ day of _____, 20___.

GRANTOR

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision in the State of Texas

By: _____

Name: _____

Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 20___, by _____, _____ of Cypress-Fairbanks Independent School District, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

(NOTARY SEAL)

_____
Notary Public's Signature

EXHIBIT A

TRACT 37F-61A TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0184 ACRE OF LAND SITUATED IN THE
J. RICKETTS SURVEY, ABSTRACT NO. 671
HARRIS COUNTY, TEXAS

Being a 0.0184 acre (800 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Record (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas. Said 0.0184 acre of land being more particularly described by metes and bounds as follows with bearings referenced to the Texas Coordinate System of 1983, South Central Zone:

COMMENCING at a point having the Texas State Plane Coordinates of N: 13,924,187.38 & E: 3,019,667.24, from which a found 5/8-inch iron rod, bears North 48° 00' 31" West, a distance of 1.57 feet, for an angle point in the south line of Huffmeister Road (width varies) recorded under Volume K, Page 176 of the Harris County Commissioners Court Minutes Records (H.C.C.C.M.R.), Volume 140, Page 185, Volume 145, Page 165, Volume 973, Page 173 of the Harris County Deed Records (H.C.D.R.), H.C.C.F. Nos. H546687 and 20120073159 of the O.P.R.O.R.P.H.C. and F.C. No. 447131 of the H.C.M.R., same being the west corner of a called 0.0227 acre tract conveyed to the County of Harris for road easement recorded under H.C.C.F. No. 20120073159 of the O.P.R.O.R.P.H.C;

THENCE, South 88° 39' 32" West, along the south line of said Huffmeister Road, a distance of 401.49 feet to a point;

THENCE, South 01° 20' 28" East, departing said common line, a distance of 20.00 feet to the **POINT OF BEGINNING** having the Texas State Plane Coordinates of N: 13,924,157.98 & E: 3,019,265.94 for the northeast corner of the herein described parcel;

THENCE, South 01° 20' 28" East, a distance of 20.00 feet to the southeast corner of the herein described parcel;

THENCE, South 88° 39' 32" West, a distance of 40.00 feet to the southwest corner of the herein described parcel;

THENCE, North 01° 20' 28" West, a distance of 20.00 feet to the northwest corner of the herein described parcel;

THENCE, North 88° 39' 32" East, a distance of 40.00 feet to the **POINT OF BEGINNING**, **CONTAINING** 0.0184 acre (800 square feet) of land.

NOTES
Distances are surface and may be converted to grid by multiplying by the combined scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

A separate Exhibit Map Dated 12/06/24 accompanies this Metes & Bounds Description.

Compiled By:

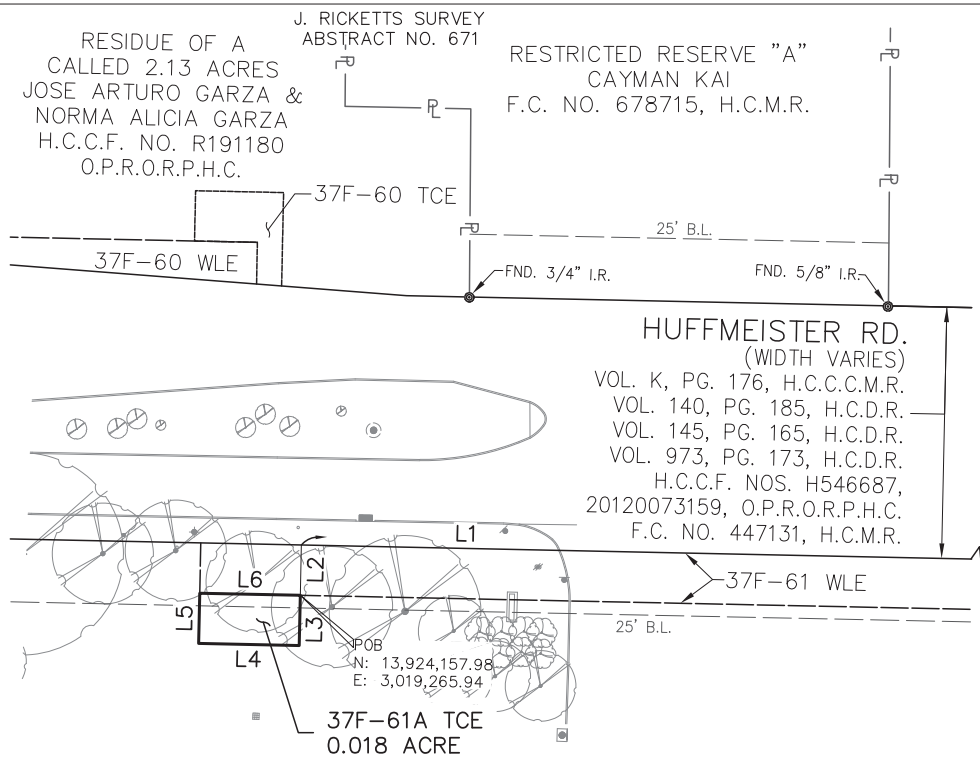
Shaheen Chowdhury, R.P.L.S.
Registered Professional Land Surveyor
Texas Reg. No. 5858
Shaheen.Chowdhury@kuoassociates.com

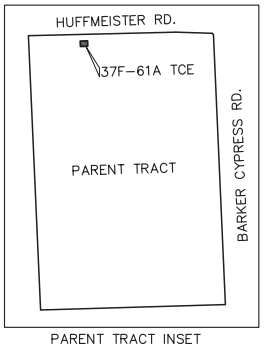
Kuo & Associates, LLC
10300 Westoffice Drive, Suite 800
Houston, TX 77042
Ph.: (713) 975-8769
TBPLS Firm Registration No. 10075600

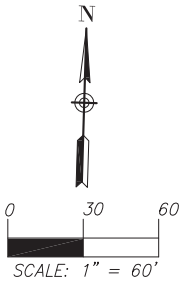
Date: 12/06/24



LINE TABLE		
LINE	DIRECTION	LENGTH
L1	S88°39'32"W	401.49'
L2	S01°20'28"E	20.00'
L3	S01°20'28"E	20.00'
L4	S88°39'32"W	40.00'
L5	N01°20'28"W	20.00'
L6	N88°39'32"E	40.00'







LEGEND:

—℄— PROPERTY LINE
● FND. MONUMENT

ABBREVIATIONS

A.E.–AERIAL EASEMENT
AE–ACCESS EASEMENT
B.L.–BUILDING LINE
DR.–DRIVE
ESMT–EASEMENT
FND.–FOUND
F.C. NO.–FILM CODE NUMBER
H.C.C.F. NO.–HARRIS COUNTY CLERK'S FILE NUMBER
H.C.C.C.M.R.–HARRIS COUNTY COMMISSIONERS COURT MINUTES RECORDS
H.C.D.R.–HARRIS COUNTY DEED RECORDS
H.C.M.R.–HARRIS COUNTY MAP RECORDS
I.P.–IRON PIPE
I.R.–IRON ROD
O.P.R.O.R.P.H.C.–OFFICIAL PUBLIC RECORDS OF REAL PROPERTY HARRIS COUNTY
POB–POINT OF BEGINNING
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R.O.W.–RIGHT OF WAY
SAN SE–SANITARY SEWER EASEMENT
SQ. FT.–SQUARE FEET
STM SE–STORM SEWER EASEMENT
TCE–TEMPORARY CONSTRUCTION EASEMENT
UE–UTILITY EASEMENT
VOL.–VOLUME
PG.–PAGE
WLE–WATER LINE EASEMENT

GENERAL NOTES:

1. A SURVEYOR RELIED UPON SURVEY SUPPORT REPORT NO. 7910–24–0545 PROVIDED BY ABSTRACT SERVICES OF HOUSTON DATED JANUARY 18, 2024. NO ADDITIONAL RESEARCH FOR EASEMENTS OR ENCUMBRANCES WAS PERFORMED BY KUO & ASSOCIATES, INC.

2. BEARINGS AND COORDINATES SHOWN HEREON ARE REFERENCED TO THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 86 (1983 ADJUSTMENT) BASED ON THE CONTROL MONUMENTATION PROVIDED TO SURVEYOR. ALL DISTANCES SHOWN ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES SHOWN ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

3. A SEPARATE METES AND BOUNDS DESCRIPTION DATED 12/06/24 HAS BEEN PREPARED IN ASSOCIATION WITH THIS EXHIBIT.

BLOCK 1
RESTRICTED RESERVE "A"
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.

CYPRESS–FAIRBANKS INDEPENDENT
SCHOOL DISTRICT
H.C.C.F. NO. T946478, O.P.R.O.R.P.H.C.
SEPTEMBER 1, 1999

I HEREBY CERTIFY THAT THE PLAT HEREON AND THE ACCOMPANYING LEGAL DESCRIPTION REPRESENT AN ACTUAL SURVEY MADE ON THE GROUND UNDER MY SUPERVISION DURING DECEMBER, 2023.

Shaheen Chowdhury 12/06/24

SHAHEEN CHOWDHURY, R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR
TEXAS REG. NO. 5858
Shaheen.chowdhury@kuoassociates.com

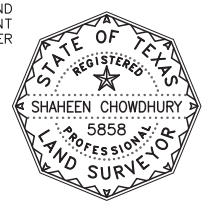


EXHIBIT MAP
TRACT 37F–61A TCE
0.0184 ACRE (800 SQ. FT.)
OUT OF AND A PART OF
RESTRICTED RESERVE "A",
BLOCK 1
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.
J. RICKETTS SURVEY, A–671
HARRIS COUNTY, TEXAS

KUO & associates
Consulting Engineers & Surveyors
10300 Westoffice Dr., Suite 800
Houston, Texas 77042
Tel: 713-975-8769, Fax: 713-975-0920
www.kuoassociates.com
TBPELS Engineering Firm Reg. No. F-4578
TBPELS Surveying Firm Reg. No. 10075600

Checked By: SC	Date: 12/06/24	Scale: 1"=60'
Project No: 23095	Drawing Name: 37F–61A TCE	Sheet No. 1 of 1

EXHIBIT B

TRACT 37F-61B TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0128 ACRE OF LAND SITUATED IN THE
J. RICKETTS SURVEY, ABSTRACT NO. 671
HARRIS COUNTY, TEXAS

Being a 0.0128 acre (556 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Record (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas. Said 0.0128 acre of land being more particularly described by metes and bounds as follows with bearings referenced to the Texas Coordinate System of 1983, South Central Zone:

COMMENCING at a point having the Texas State Plane Coordinates of N: 13,924,187.38 & E: 3,019,667.24, from which a found 5/8-inch iron rod, bears North 48° 00' 31" West, a distance of 1.57 feet, for an angle point in the south line of Huffmeister Road (width varies) recorded under Volume K, Page 176 of the Harris County Commissioners Court Minutes Records (H.C.C.C.M.R.), Volume 140, Page 185, Volume 145, Page 165, Volume 973, Page 173 of the Harris County Deed Records (H.C.D.R.), H.C.C.F. Nos. H546687, 20120073159 of the O.P.R.O.R.P.H.C. and F.C. No. 447131 of the H.C.M.R., same being the west corner of a called 0.0227 acre tract conveyed to the County of Harris for road easement recorded under H.C.C.F. No. 20120073159 of the O.P.R.O.R.P.H.C;

THENCE, South 88° 02' 51" East, along the south line of said Huffmeister Road, a distance of 127.75 feet to a point;

THENCE, South 01° 57' 09" West, departing the south line of said Huffmeister Road, a distance of 12.68 feet to the **POINT OF BEGINNING** having the Texas State Plane Coordinates of N: 13,924,170.36 & E: 3,019,794.48 for the northeast corner of the herein described parcel;

THENCE, South 47° 32' 33" East, a distance of 13.35 feet to a corner of the herein described parcel;

THENCE, South 02° 32' 33" East, a distance of 10.76 feet to a corner of the herein described parcel;

THENCE, South 88° 39' 32" West, a distance of 30.00 feet to a corner of the herein described parcel;

THENCE, North 02° 32' 33" West, a distance of 20.00 feet to a corner of the herein described parcel;

THENCE, North 88° 39' 32" East, a distance of 20.56 feet to the **POINT OF BEGINNING**, **CONTAINING** 0.0128 acre (556 square feet) of land.

NOTES
Distances are surface and may be converted to grid by multiplying by the combined scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

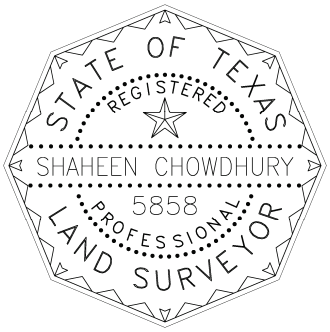
A separate Exhibit Map Dated 11/13/24 accompanies this Metes & Bounds Description.

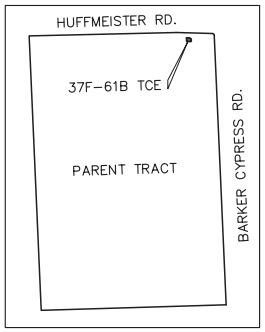
Compiled By:

Shaheen Chowdhury, R.P.L.S.
Registered Professional Land Surveyor
Texas Reg. No. 5858
Shaheen.Chowdhury@kuoassociates.com

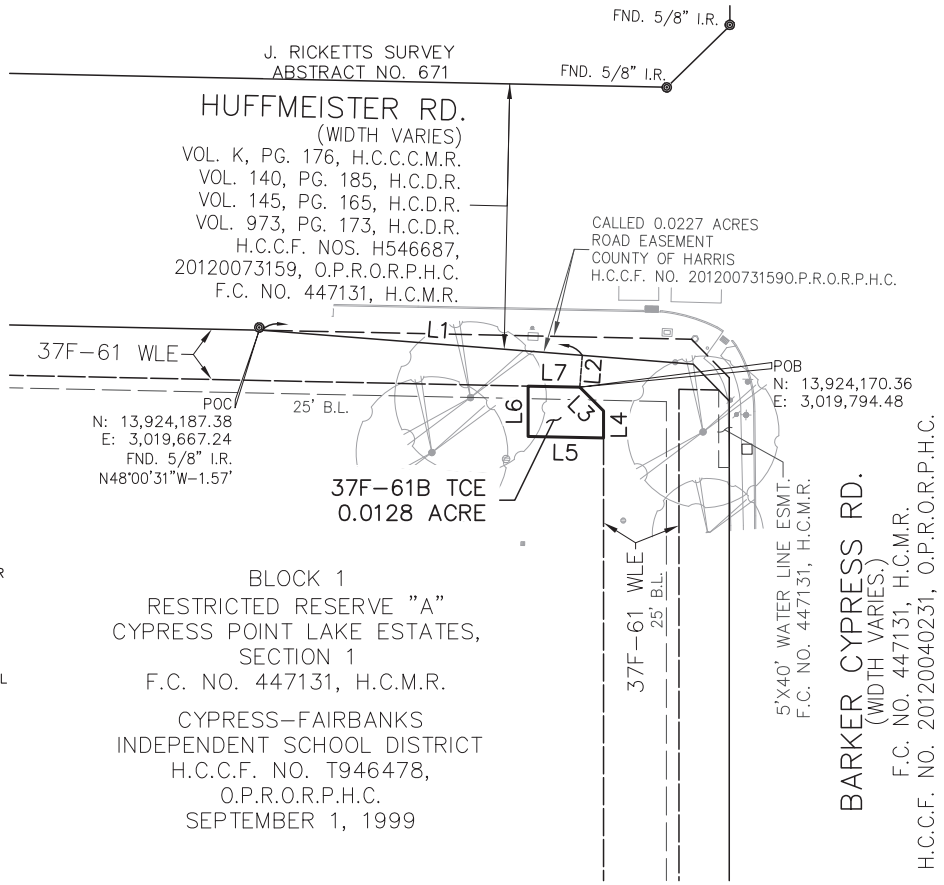
Kuo & Associates, LLC
10300 Westoffice Drive, Suite 800
Houston, TX 77042
Ph.: (713) 975-8769
TBPLS Firm Registration No. 10075556

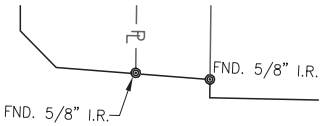
Date: 11/13/24

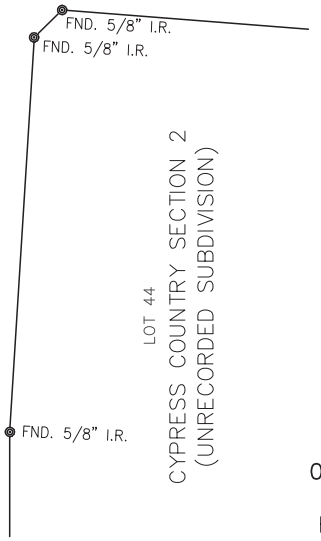


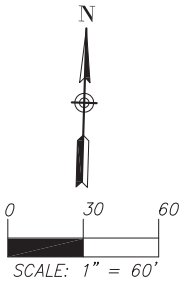


PARENT TRACT INSET









BLOCK 1
RESTRICTED RESERVE "A"
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.

CYPRESS-FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
H.C.C.F. NO. T946478,
O.P.R.O.R.P.H.C.
SEPTEMBER 1, 1999

LINE TABLE		
LINE	DIRECTION	LENGTH
L1	S88°02'51"E	127.75'
L2	S01°57'09"W	12.68'
L3	S47°32'33"E	13.35'
L4	S02°32'33"E	10.76'
L5	S88°39'32"W	30.00'
L6	N02°32'33"W	20.00'
L7	N88°39'32"E	20.56'

LEGEND:

—℄— PROPERTY LINE
● FND. MONUMENT

ABBREVIATIONS

A.E.–AERIAL EASEMENT
AE–ACCESS EASEMENT
B.L.–BUILDING LINE
DR.–DRIVE
ESMT–EASEMENT
FND.–FOUND
F.C. NO.–FILM CODE NUMBER
H.C.C.F. NO.–HARRIS COUNTY CLERK'S FILE NUMBER
H.C.C.C.M.R.–HARRIS COUNTY COMMISSIONERS COURT MINUTES RECORDS
H.C.D.R.–HARRIS COUNTY DEED RECORDS
H.C.M.R.–HARRIS COUNTY MAP RECORDS
I.P.–IRON PIPE
I.R.–IRON ROD
O.P.R.O.R.P.H.C.–OFFICIAL PUBLIC RECORDS OF REAL PROPERTY HARRIS COUNTY
POB–POINT OF BEGINNING
POC–POINT OF COMMENCING
R.O.W.–RIGHT OF WAY
SAN SE–SANITARY SEWER EASEMENT
SQ. FT.–SQUARE FEET
STM SE–STORM SEWER EASEMENT
TCE–TEMPORARY CONSTRUCTION EASEMENT
UE–UTILITY EASEMENT
VOL.–VOLUME
PG.–PAGE
WLE–WATER LINE EASEMENT

GENERAL NOTES:

1. A SURVEYOR RELIED UPON SURVEY SUPPORT REPORT NO. 7910-24-0545 PROVIDED BY ABSTRACT SERVICES OF HOUSTON DATED JANUARY 18, 2024. NO ADDITIONAL RESEARCH FOR EASEMENTS OR ENCUMBRANCES WAS PERFORMED BY KUO & ASSOCIATES, INC.

2. BEARINGS AND COORDINATES SHOWN HEREON ARE REFERENCED TO THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 86 (1983 ADJUSTMENT) BASED ON THE CONTROL MONUMENTATION PROVIDED TO SURVEYOR. ALL DISTANCES SHOWN ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES SHOWN ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

3. A SEPARATE METES AND BOUNDS DESCRIPTION DATED 11/13/24 HAS BEEN PREPARED IN ASSOCIATION WITH THIS EXHIBIT.

I HEREBY CERTIFY THAT THE PLAT HEREON AND THE ACCOMPANYING LEGAL DESCRIPTION REPRESENT AN ACTUAL SURVEY MADE ON THE GROUND UNDER MY SUPERVISION DURING DECEMBER, 2023.

Shaheen Chowdhury 11/13/24

SHAHEEN CHOWDHURY, R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR
TEXAS REG. NO. 5858
Shaheen.chowdhury@kuoassociates.com

STATE OF TEXAS
REGISTERED
SHAHEEN CHOWDHURY
5858
PROFESSIONAL
LAND SURVEYOR

EXHIBIT MAP
TRACT 37F-61B TCE
0.0128 ACRE (556 SQ. FT.)
OUT OF AND A PART OF
RESTRICTED RESERVE "A",
BLOCK 1
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.
J. RICKETTS SURVEY, A-671
HARRIS COUNTY, TEXAS

KUO & associates
Consulting Engineers & Surveyors
10300 Westoffice Dr., Suite 800
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Tel: 713-975-8769, Fax: 713-975-0920
www.kuoassociates.com
TBPELS Engineering Firm Reg. No. F-4578
TBPELS Surveying Firm Reg. No. 10075556

Checked By: SC	Date: 11/13/24	Scale: 1"=60'
Project No: 23095	Drawing Name: 37F-61B TCE	Sheet No. 1 of 1

Property Acquisition Services, LLC

MEMBER OF THE RIGHT OF WAY
EASEMENT ACQUISITION TEAM
FOR THE NORTH HARRIS COUNTY
REGIONAL WATER AUTHORITY

September 21, 2026

BY REGULAR & CERTIFIED MAIL RRR:
9589 0710 5270 4329 8804 87

Cypress-Fairbanks Independent School District
Attn: Matt Morgan, Chief Operations Officer
11440 Matzke Road, 5th Floor
Houston, TX 77429

Re: Offer to Purchase Temporary Construction Easement
Parcel: 37F-61C and 61-D; Harris County, Texas

Dear Landowner:

The North Harris County Regional Water Authority (the "Authority") has determined a public necessity exists for the acquisition, establishment, development, and construction of facilities for the transportation, distribution, and delivery of water to and within the Authority's boundaries. Consistent with that determination, the Authority needs to acquire easement rights to build a water pipeline and related facility. The project will require property you own in Harris County, Texas.

Under Texas law, entities having the power of eminent domain must advise property owners of their rights and options in connection with negotiations for the acquisition of property and property interests that are to be put to public use. Accordingly, on behalf of the Authority, enclosed is a copy of the Landowner's Bill of Rights adopted by the Texas Legislature and an associated description of condemnation procedures prepared by the Texas Attorney General.

In accordance with State law, it is the policy of the Authority to negotiate with the fee owner(s) of the property with the understanding that the fee owner(s) will, in turn, negotiate with any lessee or other party who may own any interest in the property or improvements located within the property. While the Authority looks forward to working with you on reaching an amicable resolution to this matter, please be advised the Authority is prohibited by law from paying you any professional fees (including for example, legal, appraisal, or engineering fees) that you may choose to incur.

Based on an independent appraisal of your property and the real property interests the Authority wishes to acquire, **the Authority offers the sum of $8,402.00 for the acquisition, which includes $8,402.00 for the easement(s) to be purchased and $0.00 for damages to the remaining property.** The terms and conditions for the acquisition as well as the proposed form of Temporary Construction Easement Agreement are attached. A copy of the appraisal also is enclosed for your review.

Should you desire to accept this offer, please contact Mike Mahar, a representative of the Authority, at (281) 343-7171 as soon as possible, and we can then arrange for an exchange of the specified compensation for an executed copy of the enclosed Right of Way and Easement Agreement. If this offer is not accepted within thirty (30) days of your receipt of this letter, it will be assumed that you decline to proceed with a sale on these terms.

You may discuss this offer and all of its contents with others or keep it confidential, unless it is subject to Chapter 552 of the Texas Government Code.

If you have any questions regarding this matter or wish to discuss these issues further, please do not hesitate to contact Mike Mahar. The Authority can also be reached through its Design Manager, Rajinder Singh, at (281) 440-3924. We look forward to hearing from you soon.

Very truly yours,

Mike Mahar
ROW Manager

Enclosures: Summary of Terms of Acquisition
Temporary Construction Easement Agreement
Appraisal Report
Texas Landowner's Bill of Rights

SUMMARY OF TERMS OF ACQUISITION

SELLER(s) agrees to sell, and BUYER agrees to buy, the easement rights described in the Temporary Construction Easement Agreement according to the following terms and conditions.

1.	Seller(s):	Cypress-Fairbanks Independent School District
2.	Buyer:	North Harris County Regional Water Authority ("Authority")
3.	Subject Property:	Temporary Construction Easement as described in the attached Temporary Construction Easement Agreement.
4.	Terms of Possession:	Possession at time of closing.
5.	Just Compensation:	$8,402.00
6.	All closing costs and costs of title insurance (if required by the Authority) will be paid by the Authority.	
7.	Term of Offer:	Please indicate your acceptance or rejection of this offer within thirty (30) calendar days from your receipt of this letter.

BUYER:	**SELLER:**
North Harris County Regional Water Authority	Cypress-Fairbanks Independent School District
By:_____	By:_____
Name:_____	Name:_____
Title:_____	Title:_____
Date:_____	Date:_____

TEMPORARY CONSTRUCTION EASEMENT AGREEMENT

TEMPORARY CONSTRUCTION EASEMENT

THE STATE OF TEXAS §
§ KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF HARRIS §

THAT FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision of the State of Texas (being referred to herein as "Grantor," whether one or more) does hereby grant, sell, and convey unto the NORTH HARRIS COUNTY REGIONAL WATER AUTHORITY (the "Authority"), a governmental agency and body politic and corporate situated in Harris County, Texas, and having a mailing address of 3648 Cypress Creek Parkway, Suite 110, Houston, Texas 77068, Attention: General Manager, its successors and assigns, a temporary construction easement (the "Temporary Construction Easement") over, on, across, and under the parcel of land described in Exhibits "A" and "B" attached hereto, for the purpose of providing a work area for the Authority, its agents, contractors, subcontractors, and its and their employees for the construction of an underground water line for the transportation of water, together with appurtenances thereto an equipment ancillary to the operation thereof, and allowing the Authority, its agents, contractors, subcontractors, and its and their employees such access to such work area as described in said Exhibits "A" and "B" for such construction.

Grantor shall not do, or permit to be done, by act or omission, anything that interferes with the Authority's use of the Temporary Construction Easement for the purposes described above.

The Authority hereby agrees to restore the Temporary Construction Easement to as near the original condition as is reasonably practicable.

The Authority's rights in and to the Temporary Construction Easement, and its right to use the same, shall expire upon completion of construction or twenty-four (24) months from the date this Temporary Construction Easement is executed, whichever occurs first.

This agreement shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns, as applicable, of Grantor and the Authority. The rights granted to the Authority (and the obligations of the Authority hereunder) may be assigned in whole or in part by the Authority.

TO HAVE AND TO HOLD said Temporary Construction Easement unto the Authority, its successors and assigns, for the period set forth herein.

(SIGNATURE PAGES TO FOLLOW)

IN WITNESS WHEREOF, the Grantor has hereunto set his hand this _____ day of _____, 2026.

GRANTOR

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, an independent school district and political subdivision in the State of Texas

By: _____

Name: _____

Title: _____

THE STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on the ____ day of _____, 2026, by _____, _____ of Cypress-Fairbanks Independent School District, an independent school district and political subdivision of the State of Texas, on behalf of said independent school district and political subdivision.

_____
Notary Public's Signature

(NOTARY SEAL)

EXHIBIT “A”

TRACT 37F-61C TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.1102 ACRE OF LAND SITUATED IN THE
J. RICKETTS SURVEY, ABSTRACT NO. 671
HARRIS COUNTY, TEXAS

Being a 0.1102 acre (4,800 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Records (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas. Said 0.1102 acre of land being more particularly described by metes and bounds as follows with bearings referenced to the Texas Coordinate System of 1983, South Central Zone:

COMMENCING at a found 5/8-inch iron rod having the Texas State Plane Coordinates of N: 13,922,925.80 & E: 3,019,909.23 on the west Right-of-Way (R.O.W.) line of Barker Cypress Road (100' R.O.W.) recorded under F.C. No. 447131 of the H.C.M.R. and the common northeast corner of Lot 12, Block 1 of Cypress Point Lake Estates Section 1, a plat recorded under F.C. No. 447131 of the H.C.M.R. and the southeast corner of said Restricted Reserve "A";

THENCE, North 02° 32' 33" West, along the west R.O.W. line of said Barker Cypress Road, a distance of 466.42 feet to a point for a corner;

THENCE, South 87° 27' 27" West, departing the west R.O.W. line of said Barker Cypress Road, a distance of 50.00 feet to a point for the **POINT OF BEGINNING** having the Texas State Plane Coordinates of N: 13,923,389.51 & E: 3,019,838.60 at the southeast corner of the herein described parcel;

THENCE, South 87° 27' 27" West, a distance of 30.00 feet to a point for the southwest corner of the herein described parcel;

THENCE, North 02° 32' 33" West, a distance of 160.00 feet to a point for the northwest corner of the herein described parcel;

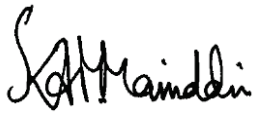
THENCE, North 87° 27' 27" East, a distance of 30.00 feet to a point for the northeast corner of the herein described parcel;

THENCE, South 02° 32' 33" East, a distance of 160.00 feet to the **POINT OF BEGINNING**, **CONTAINING** 0.1102 acre (4,800 square feet) of land.

NOTES
Distances are surface and may be converted to grid by multiplying by the combined scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

A separate Exhibit Map Dated 06/01/2026 accompanies this Metes & Bounds Description.

Compiled By:



Kutubul A. M. Mainuddin, RPLS
Registered Professional Land Surveyor
Texas Reg. No. 6404



Kuo & Associates, LLC
10300 Westoffice Drive, Suite 800
Houston, TX 77042
Ph.: (713) 975-8769
TBPLS Firm Registration No. 10075600

Date: 06/01/2026

LEGEND:

—℄— PROPERTY LINE
● FND. MONUMENT
○ SET MONUMENT

ABBREVIATIONS

A.E.—AERIAL EASEMENT
AE—ACCESS EASEMENT
B.L.—BUILDING LINE
DR.—DRIVE
ESMT—EASEMENT
FND.—FOUND
F.C. NO.—FILM CODE NUMBER
H.C.C.F. NO.—HARRIS COUNTY CLERK'S FILE NUMBER
H.C.D.R.—HARRIS COUNTY DEED RECORDS
H.C.M.R.—HARRIS COUNTY MAP RECORDS
H.C.C.C.M.R.—HARRIS COUNTY COMMISSIONER COURT MINUTES RECORDS
I.P.—IRON PIPE
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O.P.R.O.R.P.H.C.—OFFICIAL PUBLIC RECORDS OF REAL PROPERTY HARRIS COUNTY
POB—POINT OF BEGINNING
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R.O.W.—RIGHT OF WAY
SAN SE—SANITARY SEWER EASEMENT
"S—E"—SET 5/8" I.R. W/KUO CAP
"S—MAG"—SET MAG NAIL
"S—X"—SET 'X' CUT ON CONCRETE
SQ. FT.—SQUARE FEET
STM SE—STORM SEWER EASEMENT
TCE—TEMPORARY CONSTRUCTION EASEMENT
UE—UTILITY EASEMENT
VOL.—VOLUME
PG.—PAGE
WLE—WATER LINE EASEMENT

GENERAL NOTES:

1. SURVEYOR RELIED UPON SURVEY SUPPORT REPORT NO. 7910—24—0545 PROVIDED BY ABSTRACT SERVICES OF HOUSTON DATED MAY 27, 2026. NO ADDITIONAL RESEARCH FOR EASEMENTS OR ENCUMBRANCES WAS PERFORMED BY KUO & ASSOCIATES, LLC.

2. BEARINGS AND COORDINATES SHOWN HEREON ARE REFERENCED TO THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 86 (1983 ADJUSTMENT) BASED ON THE CONTROL MONUMENTATION PROVIDED TO SURVEYOR. ALL DISTANCES SHOWN ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES SHOWN ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

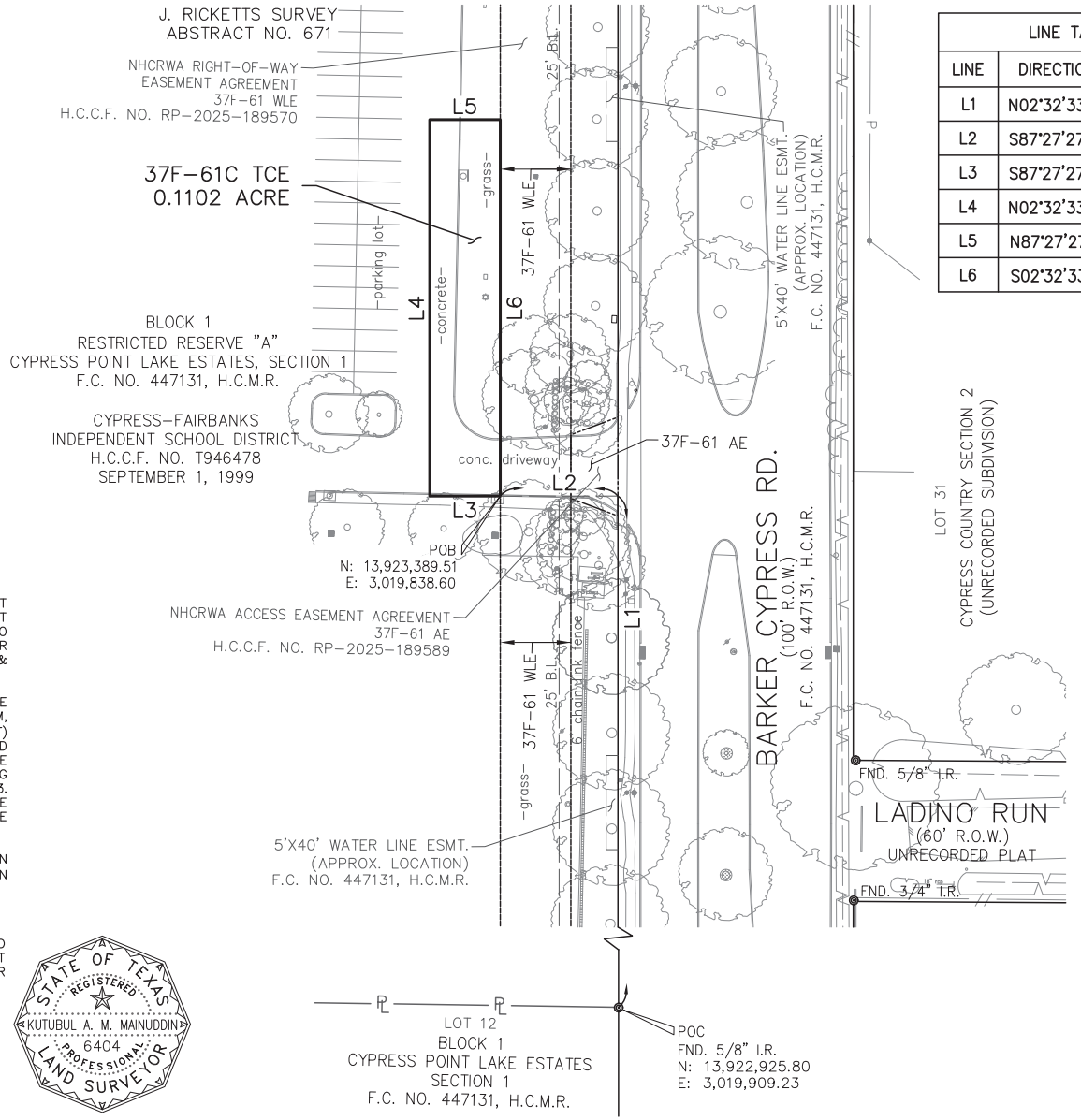
3. A SEPARATE METES AND BOUNDS DESCRIPTION DATED 06/01/2026 HAS BEEN PREPARED IN ASSOCIATION WITH THIS EXHIBIT.

I HEREBY CERTIFY THAT THE PLAT HEREON AND THE ACCOMPANYING LEGAL DESCRIPTION REPRESENT AN ACTUAL SURVEY MADE ON THE GROUND UNDER MY SUPERVISION DURING MAY, 2026.

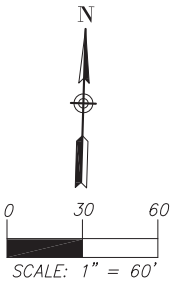
06/01/2026

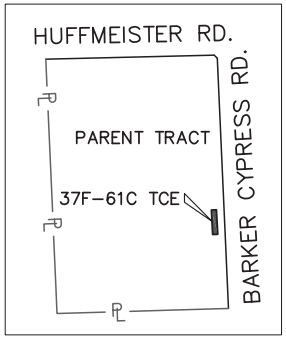
KUTUBUL A. M. MAINUDDIN., R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR
STATE OF TEXAS, NO. 6404

STATE OF TEXAS
REGISTERED
KUTUBUL A. M. MAINUDDIN
6404
PROFESSIONAL
LAND SURVEYOR



LINE TABLE		
LINE	DIRECTION	LENGTH
L1	N02°32'33"W	466.42'
L2	S87°27'27"W	50.00'
L3	S87°27'27"W	30.00'
L4	N02°32'33"W	160.00'
L5	N87°27'27"E	30.00'
L6	S02°32'33"E	160.00'





PARENT TRACT INSET

EXHIBIT MAP
TRACT 37F-61C TCE
0.1102 ACRE (4,800 SQ. FT.)
OUT OF AND A PART OF
RESTRICTED RESERVE "A",
BLOCK 1
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.
J. RICKETTS SURVEY, A-671
HARRIS COUNTY, TEXAS

KUO & ASSOCIATES
ENGINEERING + SURVEYING
10300 Westoffice Dr., Suite 800
Houston, Texas 77042
Tel: 713-975-8769, Fax: 713-975-0920
www.kuoassociates.com
TBPELS Engineering Firm Reg. No. F-4578
TBPELS Surveying Firm Reg. No. 10075600

Checked By: KM	Date: 6/1/2026	Scale: 1"=60'
Project No: 23095	Drawing Name: 37F-61C TCE	Sheet No. 1 of 1

EXHIBIT “B”

TRACT 37F-61D TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0327 ACRE OF LAND SITUATED IN THE
J. RICKETTS SURVEY, ABSTRACT NO. 671
HARRIS COUNTY, TEXAS

Being a 0.0327 acre (1,424 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Records (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas. Said 0.0327 acre of land being more particularly described by metes and bounds as follows with bearings referenced to the Texas Coordinate System of 1983, South Central Zone:

COMMENCING at a found 5/8-inch iron rod having the Texas State Plane Coordinates of N: 13,922,925.80 & E: 3,019,909.23 on the west Right-of-Way (R.O.W.) line of Barker Cypress Road (100' R.O.W.) recorded under F.C. No. 447131 of the H.C.M.R. and the common northeast corner of Lot 12, Block 1 of Cypress Point Lake Estates Section 1, a plat recorded under F.C. No. 447131 of the H.C.M.R. and the southeast corner of said Restricted Reserve "A";

THENCE, South 88° 18' 14" West, departing the west R.O.W. line of said Barker Cypress Road, along the common south line of said Restricted Reserve "A" and the north line of said Lot 12, Block 1 of Cypress Point Lake Estates Section 1, a distance of 10.26 feet to a point for the **POINT OF BEGINNING** having the Texas State Plane Coordinates of N: 13,922,925.49 & E: 3,019,898.98 at the southeast corner of the herein described parcel;

THENCE, South 88° 18' 14" West, continuing along said common line, a distance of 59.74 feet to a point for the southwest corner of the herein described parcel;

THENCE, North 02° 32' 33" West, departing the said common line, a distance of 49.01 feet to a point for the northwest corner of the herein described parcel;

THENCE, North 88° 18' 14" East, a distance of 20.00 feet to a point for the northeast corner of the herein described parcel;

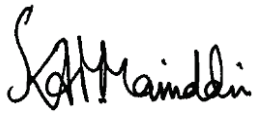
THENCE, South 02° 32' 33" East, a distance of 26.65 feet to a point for an angle point of the herein described parcel;

THENCE, South 62° 32' 33" East, a distance of 45.88 feet to the **POINT OF BEGINNING**, **CONTAINING** 0.0327 acre (1,424 square feet) of land.

NOTES
Distances are surface and may be converted to grid by multiplying by the combined scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

A separate Exhibit Map Dated 06/01/2026 accompanies this Metes & Bounds Description.

Compiled By:

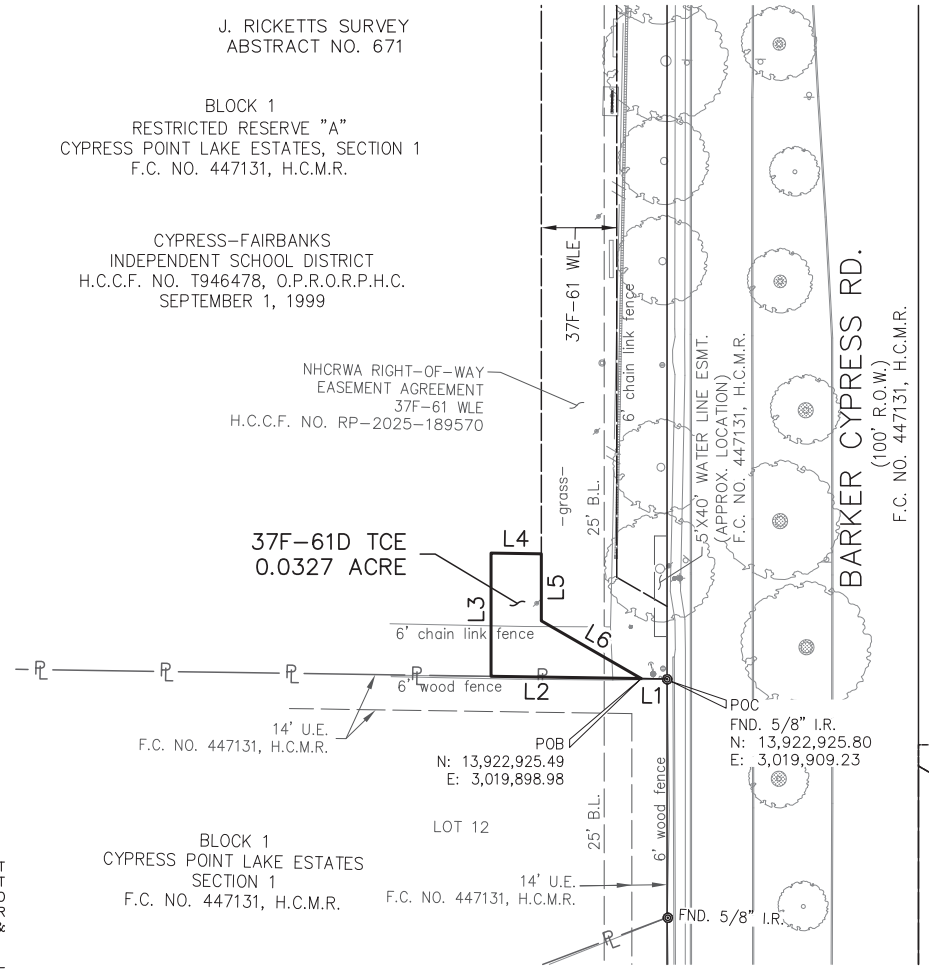


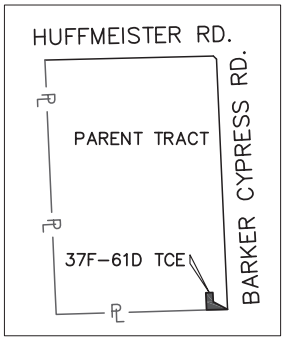
Kutubul A. M. Mainuddin, RPLS
Registered Professional Land Surveyor
Texas Reg. No. 6404



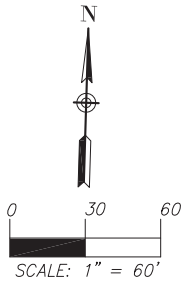
Kuo & Associates, LLC
10300 Westoffice Drive, Suite 800
Houston, TX 77042
Ph.: (713) 975-8769
TBPLS Firm Registration No. 10075600

Date: 06/01/2026





PARENT TRACT INSET



LEGEND:

- —℄— PROPERTY LINE
- ● FND. MONUMENT
- ○ SET MONUMENT

ABBREVIATIONS

A.E.—AERIAL EASEMENT
AE—ACCESS EASEMENT
B.L.—BUILDING LINE
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SQ. FT.—SQUARE FEET
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TCE—TEMPORARY CONSTRUCTION EASEMENT
UE—UTILITY EASEMENT
VOL.—VOLUME
PG.—PAGE
WLE—WATER LINE EASEMENT

GENERAL NOTES:

1. SURVEYOR RELIED UPON SURVEY SUPPORT REPORT NO. 7910-24-0545 PROVIDED BY ABSTRACT SERVICES OF HOUSTON DATED MAY 27, 2026. NO ADDITIONAL RESEARCH FOR EASEMENTS OR ENCUMBRANCES WAS PERFORMED BY KUO & ASSOCIATES, LLC.

2. BEARINGS AND COORDINATES SHOWN HEREON ARE REFERENCED TO THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 86 (1983 ADJUSTMENT) BASED ON THE CONTROL MONUMENTATION PROVIDED TO SURVEYOR. ALL DISTANCES SHOWN ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES SHOWN ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.

3. A SEPARATE METES AND BOUNDS DESCRIPTION DATED 06/01/2026 HAS BEEN PREPARED IN ASSOCIATION WITH THIS EXHIBIT.

LINE TABLE		
LINE	DIRECTION	LENGTH
L1	S88°18'14"W	10.26'
L2	S88°18'14"W	59.74'
L3	N02°32'33"W	49.01'
L4	N88°18'14"E	20.00'
L5	S02°32'33"E	26.65'
L6	S62°32'33"E	45.88'

I HEREBY CERTIFY THAT THE PLAT HEREON AND THE ACCOMPANYING LEGAL DESCRIPTION REPRESENT AN ACTUAL SURVEY MADE ON THE GROUND UNDER MY SUPERVISION DURING MAY, 2026.

06/01/2026

KUTUBUL A. M. MAINUDDIN., R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR
STATE OF TEXAS, NO. 6404

STATE OF TEXAS
REGISTERED
KUTUBUL A. M. MAINUDDIN
6404
PROFESSIONAL
LAND SURVEYOR

EXHIBIT MAP
TRACT 37F-61D TCE
0.0327 ACRE (1,424 SQ. FT.)
OUT OF AND A PART OF RESTRICTED RESERVE "A", BLOCK 1 CYPRESS POINT LAKE ESTATES, SECTION 1
F.C. NO. 447131, H.C.M.R.
J. RICKETTS SURVEY, A-671
HARRIS COUNTY, TEXAS

KUO & ASSOCIATES
ENGINEERING + SURVEYING
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Checked By: KM	Date: 6/1/2026	Scale: 1"=60'
Project No: 23095	Drawing Name: 37F-61D TCE	Sheet No. 1 of 1

APPRAISAL REPORT

TEEL
VALUATION GROUP

APPRAISAL REPORT

NHCRWA Project 37
Tracts 37F-61C TCE & 37F-61D TCE

17333 Huffmeister Road
Cypress, Texas 77429

PREPARED FOR

North Harris County Regional Water Authority
c/o Ms. Kate David
David & Stephens, LLP

TEEL VALUATION GROUP
TVG26.1604.006

TEEL
VALUATION GROUP

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DALLAS | 214-446-1611
AUSTIN | 512-213-6082
LUBBOCK | 806-744-1188
EL PASO | 915-808-4850
ALBUQUERQUE | 505-294-8400
TAMPA | 813-863-9941

September 16, 2026

North Harris County Regional Water Authority
c/o Ms. Kate David
David & Stephens LLP
kate.david@davidstephensllp.com

RE: Appraisal Report
NHCRWA Project 37
Tracts 37F-61C TCE & 37F-61D TCE
17333 Huffmeister Road, Cypress, Texas 77429

Teel Valuation Group File No: TVG26.1604.006

Ms. David:

In accordance with your engagement and authorization, Teel Valuation Group is pleased to transmit the accompanying appraisal report of the above-referenced property. The report presents the data, analyses, and reasoning supporting the opinions of value developed for the stated purpose and intended use. This letter is provided solely for transmittal purposes and does not constitute an appraisal independent of the report; the appraisal must be read in its entirety to be properly understood.

PROPERTY IDENTIFICATION

The subject property is located at 17333 Huffmeister Road, Cypress, TX. It consists of a 24.977-acre site. North Harris County Regional Water Authority (NHCRWA) is seeking to acquire a portion of the subject property for a water transmission line project consisting of a temporary construction easement (TCE).

PURPOSE, CLIENT, AND INTENDED USE

The purpose of this appraisal is to develop an opinion of value for the proposed easement out of the whole property for the NHCRWA project. The client in this assignment is David & Stephens, LLP. The intended users of this report are PAS Property Acquisition Services, LLC, David & Stephens, LLP, and North Harris County Regional Water Authority (NHCRWA). No other use or user is permitted.

This report conforms to the current Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; and the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

SUMMARY OF COMPENSATION

It is my opinion the total compensation for the acquisition of the herein described property is as shown in the table that follows, and as of the date indicated. This conclusion is based upon my independent appraisal and the exercise of my professional judgment. On the date indicated herein, I personally inspected in the field the property herein appraised. I afforded the property owners or representative the opportunity to accompany me during the inspection. The compensation comprises the value of the partial acquisition (land and improvements, if any), damages to the Remainder resulting from the acquisition (if any), and cost to cure (if any). A table showing the Just Compensation estimate follows:

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SUMMARY OF VALUES	
VALUE OF THE SUBJECT AS A WHOLE PROPERTY	
Subject Land	$7,344,076
Contributory Value of Improvements	N/A
TOTAL	$7,344,076
TEMPORARY CONSTRUCTION EASEMENT	
Tract 37F-61C TCE	$6,480
Tract 37F-61D TCE	$1,922
Contributory Value of Improvements	$0
TOTAL	$8,402
TOTAL AWARD	
Temporary Construction Easement	$8,402
Improvements	$0
TOTAL	**$8,402**

We appreciate the opportunity to be of service. Should you have any questions regarding the analyses or conclusions presented, or if we may provide further assistance, please do not hesitate to contact the undersigned.

Respectfully submitted,

TEEL VALUATION GROUP

Jason Mushinski, MAI
Partner
Certified General Real Estate Appraiser
Texas License No.1335986-CG
Expiration Date 3/31/2028
713-467-5858
jmushinski@teelvg.com

Erin Pechal, MAI
Senior Appraiser
Certified General Real Estate Appraiser
Texas License No. 1338809-CG
Expiration Date 7/31/2028
713-467-5858
epechal@teelvg.com

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PROPERTY IDENTIFICATION

Project Name	NHCRWA 37
Parcel Name	Tracts 37F-61C TCE & 37F-61D TCE
Address	17333 Huffmeister Road
City, State Zip	Cypress, Texas 77429
County	Harris County
MSA	Houston-Pasadena-The Woodlands, TX
Geocode	29.993039, -95.679581

SITE DESCRIPTION

Number of Parcels	1	
Assessor Parcel Number	121-008-001-0015	
Land Area	Square Feet	Acres
Whole Property	1,088,011	24.9773
Temporary Construction Easement 37F-61C TCE	4,800	0.1102
Temporary Construction Easement 37F-61D TCE	1,424	0.0327
Zoning	Not Zoned	
Shape	Rectangular	
Topography	Level at street grade	
Flood Zone	Zone X (Unshaded)	

VALUATION OPINIONS

Highest and Best Use As Vacant	School Site
Highest and Best Use As Improved	N/A
Exposure Time	12 months

SUMMARY OF VALUES

VALUE OF THE SUBJECT AS A WHOLE PROPERTY	
Subject Land	$7,344,076
Contributory Value of Improvements	N/A
TOTAL	$7,344,076
TEMPORARY CONSTRUCTION EASEMENT	
Tract 37F-61C TCE	$6,480
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Contributory Value of Improvements	$0
TOTAL	$8,402
TOTAL AWARD	
Temporary Construction Easement	$8,402
Improvements	$0
TOTAL	**$8,402**

AERIAL PHOTOGRAPH



SUBJECT PROPERTY PHOTOGRAPHS



View of Subject Property facing west from Barker Cypress Road (improvements not impacted)



View towards proposed Temporary Construction Easement (on right)



View of Temporary Construction Easement in background



View of Temporary Construction Easement in background



View towards Temporary Construction Easement



View of Temporary Construction Easement

SCOPE OF WORK

The scope of work outlines the research and analyses completed in an assignment. It begins by identifying the appraisal problem and must be sufficient to develop credible assignment results for the intended use.

PROPERTY IDENTIFICATION

Name	Tracts 37F-61C TCE & 37F-61D TCE
Address	17333 Huffmeister Road, Cypress, Texas 77429
Tax Parcel	121-008-001-0015
Legal Description	
Whole Property	Being a 24.9773-acre tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Record (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress- Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas.
Tract 37F-61C TCE	Being a 0.1102 acre (4,800 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Records (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas.
Tract 37F-61D TCE	Being a 0.0327 acre (1,424 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Records (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas.

OWNERSHIP AND SALES HISTORY

CURRENT

Owner	Cypress Fairbanks Independent School District
Sale in Prior 3 Years?	A review of the appraisal district records revealed no prior sales during the 3-year period preceding the date of value
Pending Sale?	No
Current Listing?	No

DATE OF REPORT

The date of this report is September 16, 2026.

DATE OF REPORT

The effective date of this report is the last date of inspection, August 24, 2026.

CLIENT

The client in this assignment is David & Stephens LLP.

SCOPE OF WORK

INTENDED USE

The intended use is for the acquisition of a portion of the property for a North Harris County Regional Water Authority (NHCRWA) water transmission line project. A waterline easement, temporary construction easement, and aerial easement have already been acquired in the course of the project. These easements were valued in TVG File No. TX02-24-0090-045. The Authority is seeking additional temporary work space, which is the proposed easement valued in this report.

INTENDED USERS

The intended users of this report are PAS Property Acquisition Services, LLC, David & Stephens, LLP, and North Harris County Regional Water Authority (NHCRWA) and no others.

PURPOSE

We developed opinions of value for the subject property under the following scenarios:

1. As-is market value of the fee simple estate of the whole property
2. Market value of temporary construction easement

PERSONAL AND INTANGIBLE PROPERTY

The opinion of value reflects real property only. No personal or intangible property components were included.

TYPE AND DEFINITION OF VALUE

"Market value," as used herein, is defined by the court case of City of Austin vs. Cannizzo, et al, 267 S.W. 2d 808, 815 (1954), which defines market value as follows:

…the price which the property would bring when it is offered for sale by one who desires, but is not obliged to sell, and is bought by one who is under no necessity of buying it, taking into consideration all of the uses to which it is reasonably adaptable and for which it either is or in all reasonable probability will become available within the reasonable future.

The market value estimate set forth herein is stated in terms of cash or financing terms equivalent to cash.

PROPERTY RIGHTS APPRAISED

The property rights appraised are the fee simple interest of the subject whole property and the easement acquisition by NHCRWA for a temporary construction easement.

FEE SIMPLE ESTATE

Absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat.[1]

EASEMENT

Easement is defined as "The right to use another's land for a stated purpose."[2]

EXTRAORDINARY ASSUMPTIONS

No Extraordinary Assumptions were made for this assignment.

HYPOTHETICAL CONDITIONS

No Hypothetical Conditions were made for this assignment.

Jurisdictional Exception

In this analysis the appraiser has invoked the Jurisdictional Exception Rule. The Jurisdictional Exception Rule provides for severability preserving the balance of the Uniform Standards of Professional Appraisal Practice (USPAP). If one or more parts of USPAP are "contrary to the law or public policy of any jurisdiction, only that part shall be void and of no force or effect in that jurisdiction." According to USPAP, "A law means a body of rules with binding legal force established by

[1] The Dictionary of Real Estate Appraisal, Eighth Edition, Appraisal Institute, Chicago, Illinois, 2026

[2] The Dictionary of Real Estate Appraisal, Eighth Edition, Appraisal Institute, Chicago, Illinois, 2026

controlling governmental authority." This includes federal and state constitutions, legislative and court made law, administrative rules, regulations and ordinances.

The appraisal of the whole property considered all factors willing, knowledgeable buyers and sellers would consider in negotiating the purchase price of the property, except the influence of the proposed waterline improvements, as required by Standards Rule 1-4(f). This exception was made under the Jurisdictional Exception provision of the USPAP.

It is the appraisers' understanding that enhancement caused by the public project is not to be considered as a matter of law. In addition, the appraisal of the remainder considered all factors willing, knowledgeable buyers and sellers would consider in negotiating the purchase of the property including the use to which the Part to be Acquired is to be put and the effects of the condemnation, but excluding the effects of all non-compensable elements. Such exclusion is permitted under the Jurisdictional Exception provision of USPAP. Furthermore, the appraisal of the remainder assumed that the proposed waterline improvements were complete as of the effective date of valuation. This assumption is also permissible under the Jurisdictional Exception of USPAP.

RESEARCH AND ANALYSIS OUTLINE

REGIONAL AND LOCAL AREA PROFILES

Demographics were analyzed and the local area was studied to consider external influences on the subject.

SUBJECT CHARACTERISTICS

The legal, physical, and economic characteristics of the subject were identified and analyzed.

APPROACHES TO VALUE

We observed surrounding land use trends, the condition of any improvements, demand for the subject property, and relevant legal limitations in concluding a highest and best use. We then valued the subject based on that highest and best use conclusion.

Appraisers develop an opinion of property value with specific appraisal procedures that reflect three distinct methods of data analysis: the cost approach, sales comparison approach, and income capitalization approach. One or more of these approaches are used in all estimations of value.

- Cost Approach - In the cost approach, the value indication reflects the sum of current depreciated replacement or reproduction cost, land value, and an appropriate entrepreneurial incentive or profit.
- Sales Comparison Approach - In the sales comparison approach, value is indicated by recent sales and/or listings of comparable properties in the market, with the appraiser analyzing the impact of material differences in both economic and physical elements between the subject and the comparables.
- Income Capitalization Approach - In the income capitalization approach, value is indicated by the capitalization of anticipated future income. There are two types of capitalization: direct capitalization and yield capitalization, more commonly known as discounted cash flow (DCF) analysis.

Approaches Applied - All of these approaches to value were considered. We assessed the availability of data and applicability of each approach to value within the context of the characteristics of the subject property and the needs and requirements of the client.

The subject whole property is a 24.9773-acre tract of land improved with a Cypress Fairbanks I.S.D. education campus and supporting site improvements. The main improvements are not impacted and are not valued in this report. The subject whole property is being appraised as effectively vacant land.

The Sales Comparison Approach – Vacant land is the only applicable approach. The Cost Approach was not used because this is an appraisal of land only, the cost approach is not applicable. The Income Capitalization Approach was not used because this is an appraisal of land only and market participants rarely employ this approach for valuing land only. Further discussion of the extent of our analysis and the methodology of the approach is provided later in the valuation section.

The appraisers reserve the right to reconsider the opinions expressed in this report based upon any additional data which may be provided or discovered in the future. With the foregoing in mind, the reader is invited to review the following report that sets forth the data and reasoning leading to the opinion of value of the property under appraisement.

OWNER CONTACT

During the course of the previous appraisal, the property owner was contacted by mail for the opportunity of a joint inspection of the subject, as well as requesting property data. The property owner did not respond to the appraisers' request. For the purposes of this appraisal, a site visit was made from the public right of way on August 24, 2026.

SUBJECT PROPERTY INSPECTION

The extent to which the subject property was inspected is presented in the following table.

PROPERTY INSPECTION

APPRAISER	INSPECTED	EXTENT	DATE	ROLE
Erin Pechal, MAI	Yes	Roadside	August 24, 2026	Appraiser
Jason Mushinski, MAI	Yes	Roadside	August 24, 2026	Appraiser

ASSISTANCE PROVIDED

No one provided real property appraisal assistance to the individuals signing this report.

ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) applications were used as a limited productivity tool to support research efficiency, narrative drafting, and preliminary review. All comparable selection, analytics, and valuation conclusions were performed by the appraiser.

All information and data obtained with the assistance of AI applications has been independently verified and confirmed by the appraiser and is considered accurate and reliable. AI was not relied upon as a source of factual market data, property characteristics, or valuation conclusions without such verification. Where AI-assisted tools contributed to the research or drafting process, the underlying information was corroborated against primary and independent verifiable sources, which are cited within the relevant sections of this report.

Any utilization of AI in this assignment was conducted within a private, secure, and access-controlled environment maintained by Teel Valuation Group. All data provided by the client, as well as any data received in confidence relating to the subject property, was protected throughout the assignment and was not disclosed to, retained by, or used to train any public, third-party, or non-siloed AI system. Confidentiality of client information and assignment results was maintained at all times consistent with TVG policy and applicable confidentiality obligations.

The use of technology in this assignment, including any AI-assisted tools, was undertaken in a manner consistent with the guidance set forth in the Uniform Standards of Professional Appraisal Practice (USPAP) Advisory Opinion 41 (AO-41), Use of Technology in an Appraisal or Appraisal Review Assignment.

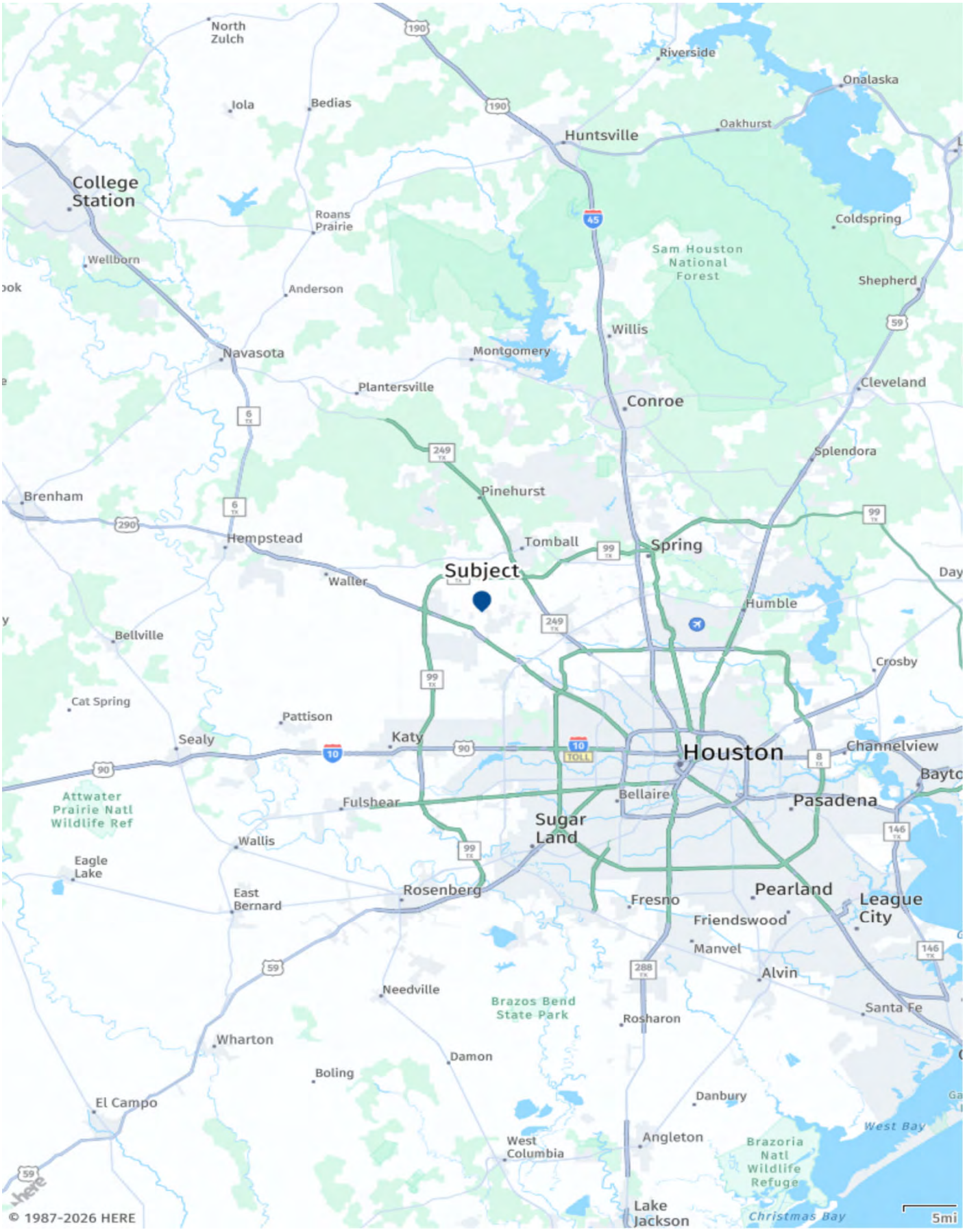
Consistent with that guidance, all technological tools were used solely as aids to, and not as substitutes for, the appraiser's professional judgment; responsibility for the analyses, opinions, and conclusions set forth in this report rests entirely with the appraiser; and the appraiser maintained competency in, and an understanding of the credibility of, any technology relied upon.

DATA SOURCES

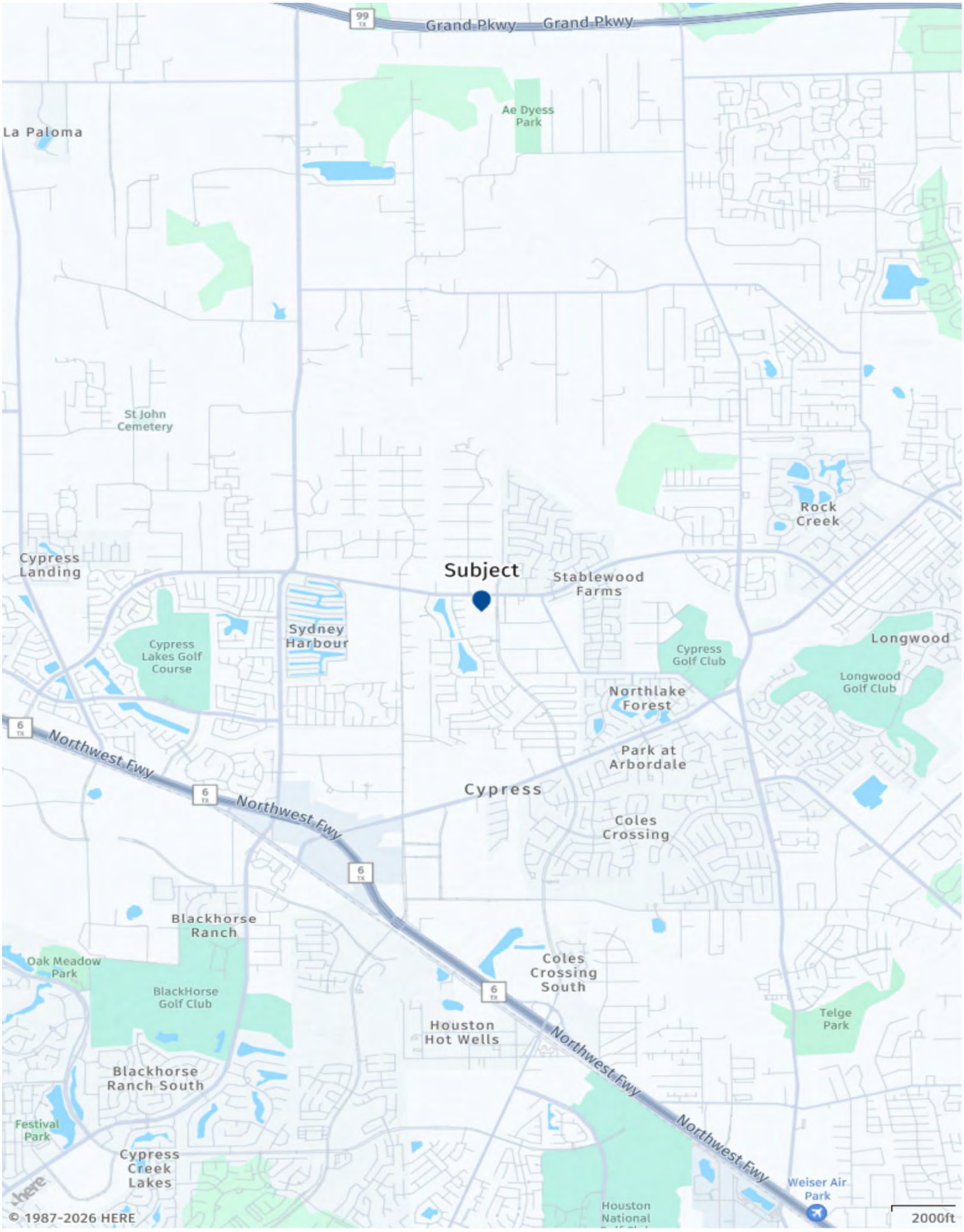
Data utilized in the assignment was obtained from the data sources presented in the following table.

DATA SOURCES	
Property Assessment & Tax	Appraisal District
Zoning & Land Use Planning	Not Applicable
Site Size	Appraisal District, Deed Records, Survey
Supply & Demand	CoStar
Flood Map	FEMA
Demographics	Intellisite
Comparable Information	Local Brokers | MLS | Public Records | Third-Party Data Services | Proprietary Database
Legal Description	Appraisal District, Deed Records, Survey

Regional Area Map



Local Area Map



INTRODUCTION

The subject neighborhood is located in the northwest section of the Greater Houston Area. The area is suburban in nature. The neighborhood is bounded by Grand Parkway (State Highway 99) to the north and west, State Highway 249 to the east, and FM 1960/Cypress Creek Parkway and West Road to the south.

DEMOGRAPHICS

The following information reflects the demographics for the subject's local area.

LOCAL AREA & MSA DEMOGRAPHICS

DESCRIPTION	1 MILE	3 MILE	5 MILE	MSA	DESCRIPTION	1 MILE	3 MILE	5 MILE	MSA
POPULATION TOTAL					**HOUSEHOLDS**				
2010 Census	4,751	49,571	117,763	5,946,800	2010 Census	1,789	16,026	38,006	2,072,625
2020 Census	5,862	76,919	184,287	7,149,642	2020 Census	2,184	24,583	59,070	2,520,491
2026 Estimate	7,178	84,142	209,587	7,883,270	2026 Estimate	2,763	27,651	69,076	2,873,695
2031 Projection	8,218	87,203	217,645	8,413,406	2031 Projection	3,257	29,235	73,090	3,120,370
Δ 2010-2020	23.38%	55.17%	56.49%	20.23%	Δ 2010-2020	22.08%	53.39%	55.42%	21.61%
Δ 2020-2026	22.45%	9.39%	13.73%	10.26%	Δ 2020-2026	26.51%	12.48%	16.94%	14.01%
Δ 2026-2031	14.49%	3.64%	3.84%	6.72%	Δ 2026-2031	17.88%	5.73%	5.81%	8.58%
Total Daytime Population	10,860	72,441	174,910	7,855,352	**HOUSEHOLDS BY INCOME (2026 ESTIMATE)**				
HOUSING UNITS					<$30,000	8.8%	5.7%	6.4%	16.2%
Total (2026 Estimate)	3,222	28,887	72,363	3,134,256	$30,000-74,999	19.7%	15.8%	14.6%	26.9%
Owner Occupied	61.6%	79.5%	80.0%	60.9%	$75,000-99,999	13.8%	11.7%	10.2%	11.9%
Renter Occupied	38.4%	20.5%	20.0%	39.1%	$100,000-124,999	11.8%	9.7%	9.9%	9.5%
Vacant Housing Units	14.3%	4.3%	4.5%	8.3%	$125,000-149,999	6.0%	7.8%	9.1%	7.2%
Total (2031 Projection)	3,492	30,326	76,365	3,401,786	$150,000-199,999	13.2%	18.0%	17.0%	11.0%
Owner Occupied	60.4%	79.3%	79.7%	61.9%	$200,000-249,999	11.2%	13.2%	13.4%	6.7%
Renter Occupied	39.6%	20.7%	20.3%	38.1%	$250,000-299,999	4.5%	5.4%	6.0%	3.4%
Vacant Housing Units	6.7%	3.6%	4.3%	8.3%	$300,000+	11.1%	12.7%	13.5%	7.3%
AVERAGE HOUSEHOLD SIZE					**AVERAGE HOUSEHOLD INCOME**				
2026 Estimate	2.59	3.04	3.03	2.71	2026 Estimate	$160,440	$183,304	$186,883	$129,056
2031 Projection	2.52	2.98	2.97	2.67	**MEDIAN HOUSEHOLD INCOME**				
Δ 2026-2031	(2.70%)	(1.97%)	(1.98%)	(1.48%)	2026 Estimate	$115,193	$147,389	$149,466	$88,106
AVERAGE HOME VALUE					2031 Projection	$140,627	$167,232	$170,199	$102,941
2026 Estimate	$481,634	$445,809	$444,268	$408,984	Δ 2026-2031	22.08%	13.46%	13.87%	16.84%
MEDIAN HOME VALUE					**PER CAPITA INCOME**				
2026 Estimate	$440,164	$394,867	$392,905	$335,060	2026 Estimate	$58,191	$60,153	$61,648	$47,183
2031 Projection	$557,307	$484,135	$479,772	$419,781	2031 Projection	$69,264	$69,860	$71,737	$54,384
Δ 2026-2031	26.61%	22.61%	22.11%	25.29%	Δ 2026-2031	19.03%	16.14%	16.37%	15.26%

Source: Sites To Do Business Online

POPULATION

Annual population growth from 2020-2026 within a 3 mile and 5 mile radius of the subject was 1.6% and 2.3%, respectively. The 5-mile radius is higher than the MSA average of 1.7% over the same period. Projected annual population growth from 2026-2031 within a 3 mile and 5 mile radius of the subject is 0.7% and 0.8%, respectively. The 5-mile radius is lower than the projected MSA average of 1.3% over the same period.

HOUSEHOLDS

Annual household growth from 2020-2026 within a 3 mile and 5 mile radius of the subject was 2.1% and 2.8%, respectively. The 5-mile radius is higher than the MSA average of 2.3% over the same period. Projected annual household growth from 2026-2031 within a 3 mile and 5 mile radius of the subject is 1.1% and 1.2%, respectively. The 5-mile radius is higher than the projected MSA average of 1.7% over the same period.

INCOME

The 2026 median household income within a 5-mile radius was $149,466, which is 69.6% higher than the MSA average of $88,106. Projected annual growth from 2026-2031 is 2.8%, which is lower than the MSA growth rate of 3.4%

ACCESS | PUBLIC TRANSPORTATION

U.S. Highway 290, State Highway 249, and Grand Parkway are the primary thoroughfares providing access to the neighborhood. U.S. Highway 290 runs in a northwest/southeast direction and bisects the subject neighborhood. This highway connects the neighborhood to the City of Houston to the southeast and to Waller to the northwest. The cities

of Cypress and Jersey Village, both Northwest Houston suburbs, are located along Highway 290. Further, the neighborhoods of Fairfield and Bridgeland are located north and south, respectively, of the 290 corridor.

State Highway 249 makes up the eastern boundary of the subject neighborhood and extends from the Sam Houston Parkway in a northwest direction through the City of Tomball, located just north of the subject neighborhood.

The Grand Parkway is a 180 plus mile circumferential toll road encircling the Greater Houston metro and is located within seven counties. The project has been shown on governmental planning documents since the early 1960's. The section of the Grand Parkway that bounds the subject neighborhood to the north, reaching from Highway 290 to Highway 59, north of Kingwood, was completed in March 2016 and provides access to and from the subject neighborhood. The portion of the Grand Parkway extending to the south reaches Highway 59 near Richmond.

Additional thoroughfares providing major access to the subject neighborhood include West Road, Tuckerton Road, Telge Road, Barker Cypress Road, Fry Road, Huffmeister Road, Grant Road, Cypress North Houston Road, Louetta Road, Spring Cypress Road, Cypress Rosehill Road, Mueschke Road, and Cypresswood Drive, among others.

NEIGHBORHOOD LAND USE

The Cypress North Houston area is a well-established suburban neighborhood in northwest Houston. The area is characterized by a mix of residential properties, including single-family homes, townhomes, and small apartment complexes. The neighborhood offers a balance of residential and commercial developments, providing convenient access to amenities and services.

The predominant development throughout the neighborhood is single-family residential. The area started out as a bedroom community to the city of Houston. As Houston continued to grow, the popularity of the neighborhood as a residential sector of the Houston MSA also increased. The area is improved with a significant number of residential subdivisions and planned unit developments.

Master Planned Developments include Fairfield, Bridgeland, Towne Lake, Canyon Lake West, Stone Creek Ranch, Black Horse Ranch, and NorthPointe. The developments of Riata Ranch and Coles Crossing are both master planned developments that are established and completed projects no longer offering lots to builders.

Conventional subdivisions located within the subject neighborhood being considered active developments include, but are not limited to: The Park at Arbordale, Cypress Trails, Cypress Creek Lakes, Fairhaven Estates, Lakes of Fairhaven, Oakcrest, Villages of Northpointe West, Park Creek, Stablewood Estates, The Springs at Stablewood, Stablewood Reserve, Lakewood Place, Cypress Landings, Riata West, Grant Meadows, Treeline, Cypress Park, Westgate, Ashford Place, and Dunham Point. Other single-family residential subdivisions are located within the subject neighborhood, which are considered to be well established and developed within the last 15 years.

Multi-family residential uses include such uses as: apartment complex developments, townhome developments, adult living facilities, and assisted living communities. A number of such uses are situated throughout the subject neighborhood.

The primary commercial development in the area is along, and at the intersections of the primary thoroughfares. Retail is present along many of the major corridors including Highway 290, Highway 249, and FM 1960/Cypress Creek Parkway. A majority of the commercial development is retail oriented, and the area is attractive for this type of development due to the large traffic flow on these thoroughfares, as well as the surrounding residential areas.

Major retail centers include the Cole's Crossing Shopping Center, located at the southeast corner of Barker Cypress Road and U.S. Highway 290. The center is anchored by Randall's grocery store with fuel station and numerous inline retail spaces with national and regional tenants. An HEB anchored retail center is located at the northeast corner, with numerous developed pad sites, including a Chase and Willie's Grill and Icehouse. A number of hotel, restaurant, and free standing retail buildings are also located in this area.

Retail in Fairfield includes a Kroger Marketplace retail center, located at the intersection of U.S. Highway 290 and Mason Road in Fairfield. Fairfield Town Center, located just north of Mason Road, includes an HEB, Academy, Marshall's, Cinemark, and others, along with numerous pad sites along the access road. Houston Premium Outlets is also located along U.S. Highway 290 frontage road in Fairfield. The Outlet mall includes 145 designer and name-brand outlet stores.

There are several anchored retail centers on F.M. 1960 just north of U.S. Highway 290. These retail centers are anchored by a Wal-Mart Superstore, Target and Home Depot, among others. F.M. 1960 is generally a commercial corridor in the area that is densely developed with many other commercial properties, including restaurants and other shopping venues.

Five (5) major medical centers and hospitals are located in the subject neighborhood; Cypress Fairbanks Medical Center Hospital, located along FM 1960; HAS Medical Center, located along U.S. Highway 290; Methodist Willowbrook Hospital and St. Luke's Hospital at The Vintage, located along State Highway 249; and Tomball Regional Medical Center, located just east of State Highway 249 at Medical Complex Drive. Memorial Hermann Hospital is located along US Highway 290 in Fairfield while Methodist Cypress Campus is under construction near Skinner Road.

Office and industrial properties are also located throughout the market area. Overall, Bridgeland and Fairfield market segments are generating the most growth as the areas further south are mostly built out.

LOCAL AREA OUTLOOK

The neighborhood is considered to be in a stable phase, while new growth can be seen in the area, primarily the northwest portion of the neighborhood. US Highway 290 and State Highway 249 both provide good access to all parts of Houston. Predominant development is single family residential with residential support services available in abundance along the major thoroughfares in the area. This is a typical suburban area in the northwest of Houston with surrounding properties being in a generally good condition.

Site Description Before the Acquisition

The subject site includes one parcel with a total land area of 24.9773 acres (1,088,011 SF). The data sources used to identify the site characteristics are noted in the Scope of Work. The salient site characteristics follow:

Site Characteristics

Address	17333 Huffmeister Road, Cypress, Texas
Number of Parcels	1
Tax Parcel Numbers	121-008-001-0015
Whole Property Land Area	24.9773 Acres | 1,088,011 SF
Shape	Rectangular
Topography	Level
Utilities	Public utilities
Corner	Yes; Signalized
Access	Good
Exposure	Good
Flood Zone	Zone X (Unshaded)
Flood Zone Definition	Zone X (unshaded) is a moderate and minimal risk area. Areas of moderate or minimal hazard are studied based upon the principal source of flood in the area. However, buildings in these zones could be flooded by severe, concentrated rainfall coupled with inadequate local drainage systems. Local storm water drainage systems are not normally considered in a community's flood insurance study. The failure of a local drainage system can create areas of high flood risk within these zones. Flood insurance is available in participating communities but is not required by regulation in these zones. Nearly 25% of all flood claims filed are for structures located within these zones. Minimal risk areas outside the 1% and 0.2% annual chance floodplains. No BFEs or base flood depths are shown within these zones. (Zone X (unshaded) is used on new and revised maps in place of Zone C.)
Zoning	The subject property is within Harris County, which does not utilize zoning as a form of land use control.
Soil	A soil analysis was not available; the site appears stable and adequate for development
Environmental Issues	No detrimental environmental conditions that would adversely affect value are known to exist. Please see the general assumptions and limiting conditions.
Easements/Encroachments	Typical utility easements
Restrictions	Restricted to School Site Use Only; General Restrictive Matters set for Cypress Point Lakes Estates
Adjacent Land Uses	North – Huffmeister Road / Industrial South – Single family residential East – Barker Cypress Road / Single family residential West – Single family residential

STREET & TRAFFIC DETAIL

Street Improvements	Type	Direction	Lanes	Curbs	Sidewalks	Lights
Huffmeister Road	Minor arterial	Two-Way	4	x		x
Barker Cypress Road	Minor arterial	Two-Way	4	x	x	x

CONCLUSIONS

The whole property is a rectangular shaped tract located at the southwest corner of Huffmeister Road and Barker Cypress Road. The intersection is lighted and each of these roads are primary throughfares within the subject neighborhood.

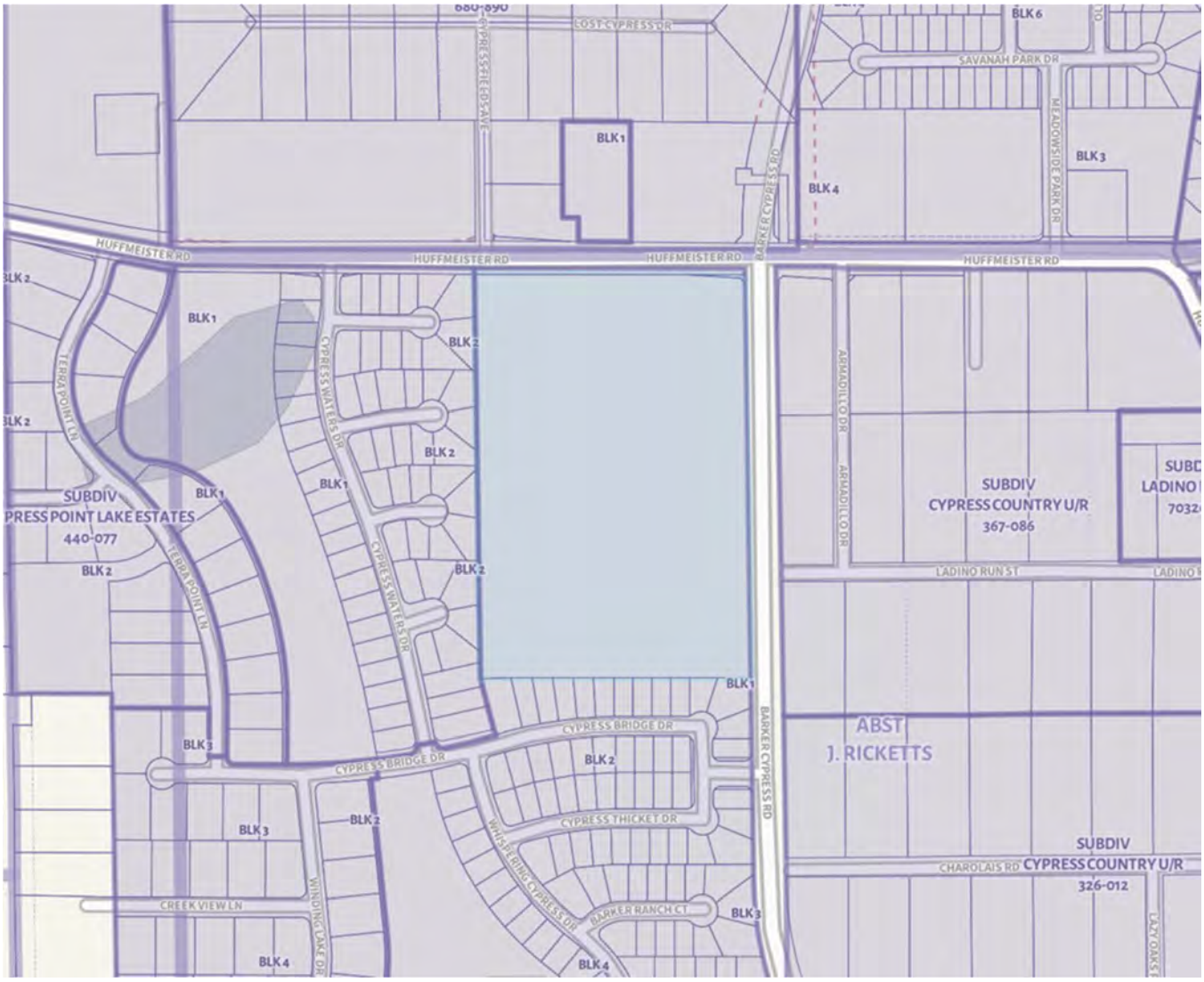
Immediate surrounding uses consists primarily of residential development with commercial uses along Huffmeister Road.

The site is within the Cypress Point Lakes Estates subdivision and is restricted to a school use.

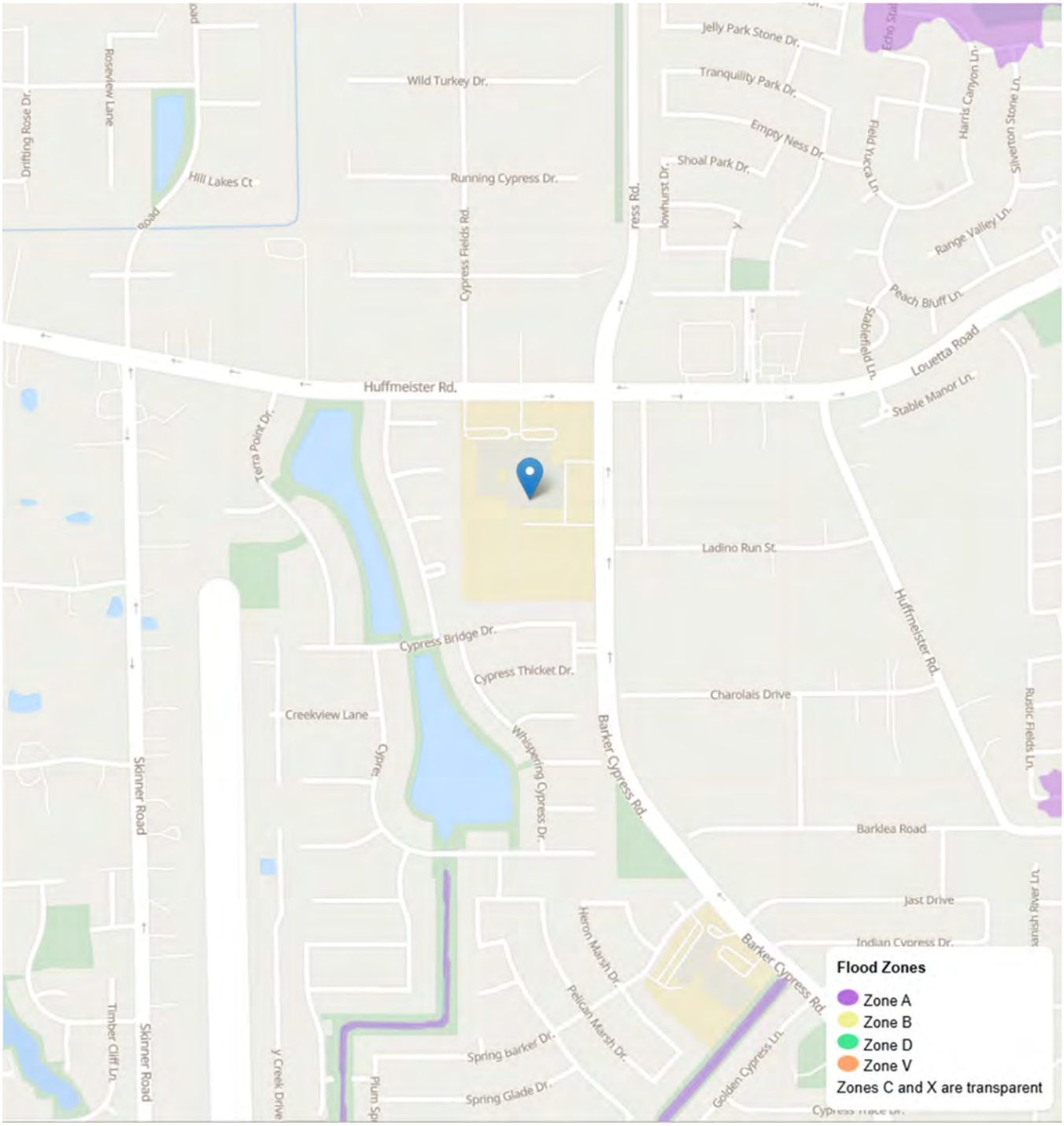
Aerial Boundary Map



Plat Map


880-890
LOST CYPRESS DR
CYPRESSFIELDS AVE
BLK 1
BLK 6
SAVANAH PARK DR
MEADOWSIDE PARK DR
BLK 3
BLK 4
BARKER CYPRESS RD
HUFFMEISTER RD
HUFFMEISTER RD
HUFFMEISTER RD
HUFFMEISTER RD
BLK 2
BLK 1
BLK 2
TERRA POINT LN
BLK 2
SUBDIV
PRESS POINT LAKE ESTATES
440-077
BLK 1
BLK 2
CYPRESS WATERS DR
BLK 1
BLK 2
CYPRESS WATERS DR
ARMADILLO DR
ARMADILLO DR
SUBDIV
CYPRESS COUNTRY U/R
367-086
SUBD
LADINO
LADINO RUN ST
BLK 1
BLK 3
CYPRESS BRIDGE DR
CYPRESS BRIDGE DR
BLK 2
BARKER CYPRESS RD
ABST
J. RICKETTS
BLK 3
BLK 2
CYPRESS THICKET DR
WHISPERING CYPRESS DR
SUBDIV
CHAROLAIS RD
CYPRESS COUNTRY U/R
326-012
CREEK VIEW LN
WINDING LAKE DR
BARKER RANCH CT
BLK 3
BLK 4
BLK 4
LAZY OAKS

Flood Map


Jelly Park Stone Dr.
Tranquility Park Dr.
Wild Turkey Dr.
Empty Ness Dr.
Shoal Park Dr.
Running Cypress Dr.
Hill Lakes Ct.
Drifting Rose Dr.
Roseview Lane
Cypress Fields Rd.
Field Yucca Ln.
Harris Canyon Ln.
Silverton Stone Ln.
Range Valley Ln.
Peach Bluff Ln.
Stablefield Ln.
Louetta Road
Huffmeister Rd.
Stable Manor Ln.
Terra Point Dr.
Ladino Run St.
Cypress Bridge Dr.
Cypress Thicket Dr.
Charolais Drive
Creekview Lane
Whispering Cypress Dr.
Barker Cypress Rd.
Rustic Fields Ln.
Skinner Road
Barklea Road
Jast Drive
Heron Marsh Dr.
Indian Cypress Dr.
Pelican Marsh Dr.
Timber Cliff Ln.
Spring Barker Dr.
Spring Glade Dr.
Golden Cypress Ln.
Flood Zones
Zone A
Zone B
Zone D
Zone V
Zones C and X are transparent

TAX AND ASSESSMENT DESCRIPTION

In Texas, commercial real estate is assessed at 100% of appraised value. The subject property is a CyFair ISD education campus and is tax exempt.

INTRODUCTION

The concept of Highest and Best Use represents the foundation upon which market value is based. Highest and best use is the reasonably probable and legal use of vacant land or an improved property that is physically possible, financially feasible, and results in the highest value.

AS VACANT ANALYSIS

In this section the highest and best use of the subject as vacant is concluded after taking into consideration legal permissibility, physical possibility, financial feasibility, and maximum productivity.

LEGALLY PERMISSIBLE

Zoning, building codes, private restrictions, historic district controls, and environmental regulations govern permitted land uses and were considered, where applicable. The subject is located within an unincorporated area of Harris County. The county does not adhere to a comprehensive zoning ordinance, and the subject is not zoned for any particular use.

The tract includes typical utility easements which are not detrimental to development. The tract is restricted to school use.

PHYSICALLY POSSIBLE

The test of what is physically possible for the subject site considers physical and locational characteristics that influence its use. The physical characteristics of the subject site are presented in the Site Description and support development consistent with permitted uses. There are no items of a physical nature that would materially limit appropriate and likely development.

The physical characteristics of the site support a variety of uses. Given the subject's size and location along multiple primary thoroughfares, a school site would be physically possible.

The acquisition is located along the east and south property lines of the tract. The shape and location of the subject acquisition is such that it cannot be considered an economic unit. As such, its highest and best use would be in conjunction with the development of the whole property.

FINANCIAL FEASIBILITY

In determining which uses are legally permissible and physically possible, an appraiser eliminates some uses from consideration. Then the uses that meet the first two criteria are analyzed further. If the uses are income-producing, the analysis will study which are likely to produce an income, or return equal to or greater than the amount needed to satisfy operating expenses, financial obligations, and capital amortization. All uses that are expected to produce a positive return are regarded as financially feasible.

The site is located in a suburban area which predominantly includes residential development. A school site within or near residential development is financially feasible.

MAXIMUM PRODUCTIVITY

Based on the previous analysis, there does not appear to be any reasonably probable use of the site that would generate a higher residual land value than a school site.

CONCLUSION

The conclusion of the highest and best use as vacant is for a school site.

AS IMPROVED ANALYSIS

The subject improvements are not impacted by the proposed acquisition and have not been valued in this analysis. The highest and best use as improved has not been developed.

Traditional valuation theory recognizes three approaches to value: Cost, Sales Comparison, and Income Capitalization Approaches. Each approach reflects the property's highest and best use, and the resulting indications are reconciled through the appraiser's professional judgment to form a final opinion of value.

SALES COMPARISON APPROACH – LAND ONLY

The Sales Comparison Approach is the most common method used to develop an opinion of site value. When there are insufficient sales of similar tracts for comparative analysis, alternative methods such as Market Extraction, Allocation, Land Residual Analysis, Ground Rent Capitalization, or Subdivision Development (Discounted Cash Flow) may be used.

The subject is a tract of land improved with a Cypress Fairbanks I.S.D. education campus and supporting site improvements. The main improvements are not impacted and are not valued in this report. The tract is being appraised as effectively vacant land.

COST APPROACH

The Cost Approach is used to estimate value by calculating the replacement or reproduction cost of the improvements, less accrued depreciation, and adding land value and entrepreneurial incentive. The approach reflects the principle that a buyer will not pay more for a property than the cost to produce an equivalent asset.

The subject property improvements are not impacted. Therefore, the Cost Approach was not developed.

SALES COMPARISON APPROACH – IMPROVED

The Sales Comparison Approach is used to estimate value by analyzing sales, listings, and pending transactions of properties similar to the subject and adjusting for relevant differences. The analysis is grounded in the principle of substitution, reflecting that a buyer will pay no more for a property than the cost to acquire a comparable alternative with similar utility and benefits.

The subject property improvements are not impacted. Therefore, the Improved Sales Comparison Approach was not developed.

INCOME CAPITALIZATION APPROACH

The Income Capitalization Approach is used to estimate value by capitalizing forecasted future benefits using either direct capitalization or yield capitalization (discounted cash flow analysis). This approach involves analysis of income, vacancy, expenses, and capitalization rates.

The subject property improvements are not impacted. Additionally, the subject property land is not leased. Therefore, the Income Capitalization Approach was not developed.

APPROACHES DEVELOPED

The use of the value approaches in this assignment is presented in the following table:

APPROACHES TO VALUE DEVELOPED

APPROACH	USE IN ASSIGNMENT
Sales Comparison - Land Only	Developed
Cost	Not Developed
Sales Comparison - Improved	Not Developed
Income Capitalization	Not Developed

INTRODUCTION

The Sales Comparison Approach method was used to develop an opinion of site value. This comparative analysis is based on the premise that an opinion of value can be supported by studying the market's reaction to comparable and competitive properties. The objective of sales comparison is to select the most comparable sales, including closed or pending sales, listings, or terminated contracts, and then adjust the comparables for differences that cannot be eliminated within the selection process.

The subject site is restricted to school use. New schools are typically developed in conjunction with or as part of a subdivision development or master planned community to support the new growth. Based on the size and location of the subject, the restricted site is similar to a restricted commercial reserve of a master planned community. For the purpose of valuing the subject site, we have researched sales of vacant commercial tracts.

ELEMENTS OF COMPARISON

Elements of comparison are the characteristics of properties and transactions that explain differences in sales prices and are grouped into two broad categories consisting of transactional and property adjustments.

UNIT OF COMPARISON

The primary unit of comparison in the market and applied in this analysis is price per square foot.

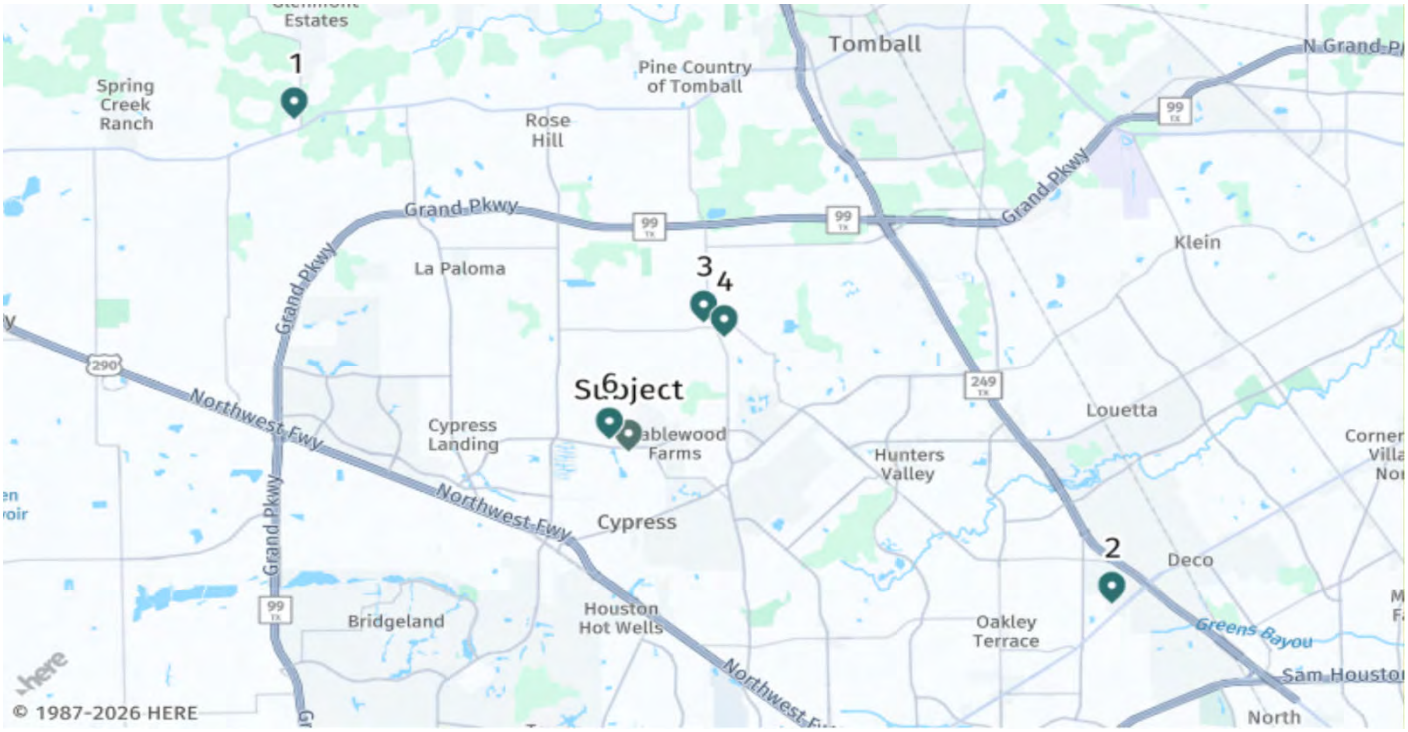
COMPARABLE SELECTION

Market research to identify comparable sales that occurred near the date of value based on location, size, and utility resulted in the selection of the following comparables. Detailed sale profiles are in the Addenda.

LAND SALES SUMMARY

	DATE OF SALE	LOCATION	CITY	ACRES	SF	UNADJUSTED SALE PRICE	$/SF
1	Apr-26	21334 FM 2920	Hockley	22.9970	1,001,749	$5,373,662	$5.36
2	Oct-25	FM 1960	Houston	20.9899	914,320	$9,143,200	$10.00
3	Nov-24	North line of Grant Road, just west of Telge Road	Cypress	24.7090	1,076,324	$4,200,000	$3.90
4	Jul-24	17034 Telge Road	Cypress	9.9320	432,636	$1,550,000	$3.58
5	Apr-24	17210 Huffmeister Road	Cypress	10.7078	466,432	$3,265,024	$7.00

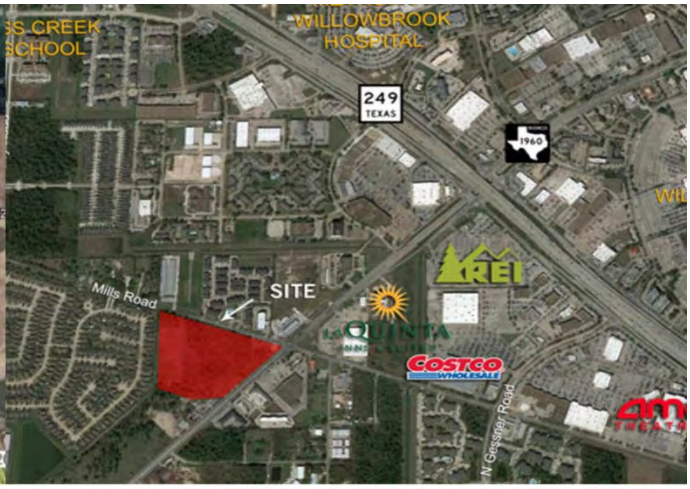
COMPARABLE MAP



COMPARABLE EXHIBITS



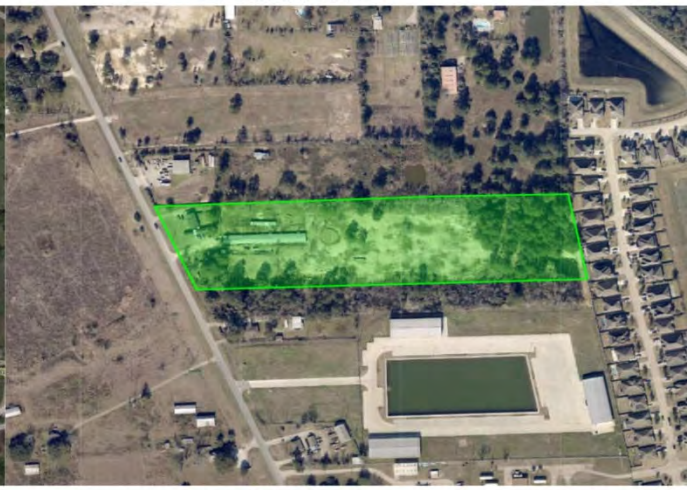
COMPARABLE 1



COMPARABLE 2



COMPARABLE 3



COMPARABLE 4



COMPARABLE 5

TRANSACTIONAL ADJUSTMENTS

Transactional adjustments address differences in real property rights conveyed, financing terms, conditions of sale, expenditures after purchase, and market conditions. These are cumulative adjustments that are applied first in the appraisal sequence to normalize transactions.

REAL PROPERTY RIGHTS CONVEYED

Sales prices reflect the real property rights conveyed, and any differences from the property rights appraised must be considered. The appraised value and comparables all reflect the fee simple interest with no adjustments required.

FINANCING TERMS

Sales prices may vary due to differing financing terms. Sales with non-market financing require cash equivalency adjustments to reflect typical market terms. All comparables involved typical market terms by which the sellers received cash or its equivalent and the buyers paid cash or tendered typical down payments and obtained conventional financing at market terms for the balance. Therefore, no adjustments were required.

CONDITIONS OF SALE

Atypical conditions of sale can result in prices being above or below those of a normal transaction and often reflect buyer or seller motivation under duress. In addition, comparable listing prices generally require downward adjustment, as they represent the upper limit of value. No adjustments for atypical conditions or for-sale listings were warranted.

EXPENDITURES MADE IMMEDIATELY AFTER PURCHASE

Expenditures made immediately after purchase typically consist of demolition costs, zoning change expenses, or environmental remediation. These costs affect sales prices to the extent they are known at the time of sale. The details of each adjustment are in the remarks of the respective sale profile.

Land Sales 1, 3 and 5 included improvements at the time of sale. Demolition costs for the improvements were included.

MARKET CONDITIONS

Market conditions change over time due to factors such as income tax laws, moratoriums, financing availability, employment, interest rates, and fluctuations in supply and demand, which may require adjustments to comparables from differing market periods.

Discussions with market participants and a review of market data indicate a positive market conditions trend for vacant land. Research supports an annual increase of 3.0%, which was applied to the comparables.

PROPERTY ADJUSTMENTS

Property adjustments address differences in location, physical, economic, and legal characteristics, as well as non-realty components of value. These additive adjustments correspond to the criteria of highest and best use and may be applied in any order. The rationale for the adjustments applied to the comparables follows.

SIZE

The size adjustment addresses physical size differences between the subject and the comparables. The subject and comparables are in an area that exhibits an inverse relationship between land area and price per unit of area that reflects the principle of "economies of scale."

The subject site consists of 24.9773 acres of land.

Land Sales 1, 2 and 3 are between 20.99 acres and 24.71 acres in size and are similar enough to the subject to not warrant adjustments.

Land Sales 4 and 5 are 9.93 acres and 10.71 acres, respectively, and are smaller than the subject. Downward adjustments were made.

LOCATION

Location adjustments are applied when a comparables' locational characteristics differ from the subject. These characteristics may include demographics, growth trends, surrounding land uses, and the availability of competing properties.

The subject site is located at the southwest corner of Huffmeister Road and Barker Cypress Road with good access and good visibility.

Land Sale 1 is located along FM 2920. FM 2920 is four-lane road and is a major thoroughfare in the area; however, the tract is located north of Grand Parkway which is further from the main city center of the MSA. Further, while development is active north of the Grand Parkway, it remains less dense than the immediate vicinity of the subject property. This location is inferior, and an upward adjustment was made.

Land Sale 2 is located along FM 1960. FM 1960 is six-lanes with a center turn lane and is a major thoroughfare in the area. Development along FM 1960 is predominantly dense commercial. FM 1960 is also closer to the main city center. This location is superior, and a downward adjustment was made.

Land Sale 3 is located along Grant Road, just west of Telge Road. Grant Road is a two-lane road, inferior to Huffmeister and Barker Cypress Roads. Further, the immediate area has less dense development. This location is inferior, and an upward adjustment was made.

Land Sale 4 is located along Telge Road, just south of Grant Road. Telge Road is a two-lane road at this location and development is less dense than the area of the subject. This location is inferior, and an upward adjustment was made.

Land Sale 5 is located along Huffmeister Road just west of the subject. No adjustment was made.

CORNER EXPOSURE/FRONTAGE/ACCESS

Tracts with major street influence tend to bring higher prices than otherwise comparable secondary locations. Additionally, tracts featuring corner influence typically command higher prices in the marketplace, as opposed to interior locations. For retail users, the hard corner of an intersection may be marketed to a fairly large pool of small users (e.g. service stations, fast food restaurants, etc.) for sale.

The subject whole property has a corner location with frontage and access points along two roadways, and includes a signalized intersection.

Land Sale 1 wraps the signalized corner of a main thoroughfare and a secondary thoroughfare. The tract includes frontage and access along two roadways, similar to the subject, but is inferior in regards to the corner exposure. An upward adjustment was made.

Land Sale 2 includes a corner location with multiple frontages and is similar to the subject. No adjustment was warranted.

Land Sales 3, 4 and 5 are mid-block locations with frontage and access along one roadway. These sales are inferior and upward adjustments were made.

SHAPE

Shape influences parcel utility, as irregular shapes may limit development options or increase construction costs. The subject site has a rectangular-shaped tract, while the land sales have rectangular and irregular shapes. However, each tract is functional for its highest and best use and no adjustments are warranted for this category.

UTILITIES

The subject whole property has public utilities.

Land Sales 1, 3 and 4 did not have access to public utilities at the time of sale and are inferior to the subject. Upward adjustments were made.

Land Sales 2 and 5 had access to public utilities at the time of sale and are similar to the subject.

FLOOD ZONE

Location within the floodplain or floodway has a negative influence on value due to increased site development costs and insurance expenses. The subject site is located within Zone X (Unshaded), outside of a flood hazard area.

Land Sales 1, 3, and 5 are outside of a flood hazard area and are similar to the subject. No adjustments were made.

Land Sales 2 and 4 include floodplain locations and are inferior to the subject. An upward adjustment was made.

ZONING | LEGAL RESTRICTIONS

Zoning and legal restrictions influence site utility by defining permitted uses and allowable density. When comparables with identical zoning are limited, parcels with differing zoning but a similar highest and best use may be utilized, with adjustments made for differences in utility where applicable.

The subject site is not zoned; Harris County does not enforce zoning regulations. The comparables are similarly not zoned and no adjustments were warranted.

SUMMARY OF ADJUSTMENTS

The comparative analysis is presented in the following table.

LAND SALES COMPARISON TABLE

	SUBJECT	COMP 1		COMP 2		COMP 3		COMP 4		COMP 5	
Name	NHCRWA Project 37F	Commercial Land		FM 1960 Road W.		-		-		Commercial Land	
Address	17333 Huffmeister Road	21334 FM 2920		FM 1960		North line of Grant Road, just west of Telge Road		17034 Telge Road		17210 Huffmeister Road	
City	Cypress	Hockley		Houston		Cypress		Cypress		Cypress	
State	TX	TX		TX		TX		TX		TX	
Zip	77429	77447		77070		77429		77429		77429	
County	Harris	Harris		Harris		Harris		Harris		Harris	
Submarket	-	-		Harris County		-		-		-	
Parcel(s)	121-008-001-0015	19000010604101900		086-162-000-0004		0480970000014,		0420610000048		0110370000008	
	-	-		-		-		-		-	
SALE INFORMATION											
Transaction Price		$5,373,662		$9,143,200		$4,200,000		$1,550,000		$3,265,024	
Transaction Price $/SF		$5.36		$10.00		$3.90		$3.58		$7.00	
Property Rights [1]		Fee Simple		Fee Simple		Fee Simple		Fee Simple		Fee Simple	
Financing [2]		Cash to seller		Conventional		Conventional		Conventional		Conventional	
Sale Conditions [3]		Arm's Length		Arm's Length		Arm's Length		Arm's Length		Arm's Length	
Expenditures After Sale [4]		$20,000	0.4%	$0		$100,000	2.0%	$0		$10,000	0.3%
Market Conditions [5]	Aug-26	Apr-26	1.0%	Oct-25	2.5%	Nov-24	5.5%	Jul-24	6.5%	Apr-24	7.3%
Sale Status		Closed		Closed		Closed		Closed		Closed	
Total Transactional Adjustments		$0.07	1.4%	$0.25	2.5%	$0.30	7.5%	$0.23	6.5%	$0.53	7.6%
Adjusted $/SF		**$5.43**		**$10.25**		**$4.20**		**$3.81**		**$7.53**	
PHYSICAL INFORMATION											
Size (Acres)	24.9773	22.9970		20.9899		24.7090		9.9320	(5%)	10.7078	(5%)
Location	17333 Huffmeister Road	21334 FM 2920	10%	FM 1960	(30%)	North line of Grant Road, just west of Telge Road	20%	17034 Telge Road	20%	17210 Huffmeister Road	
Shape	Rectangular	Irregular		Trapezoid		Rectangular		Rectangular		Rectangular	
Corner	Yes; Signalized	Wraps Corner	5%	Yes; Signalized		No	10%	No	10%	No	10%
Utilities	Public utilities	None at the time of sale	10%	Public available		Private utilities	10%	Private utilities	10%	Public available	
Flood Zone	Zone X (Unshaded)	Zone X (Unshaded)		Zone AE	10%	Zone X (Shaded)		Zone A	10%	Zone X (Shaded)	
Zoning	Not Zoned	Not Zoned		Not Zoned		Not Zoned		Not Zoned		Not zoned	
Total Property Adjustments		$1.36	25%	($2.05)	(20%)	$1.68	40%	$1.71	45%	$0.38	5%
Final Adjusted $/SF		**$6.79**		**$8.20**		**$5.88**		**$5.52**		**$7.91**	

LAND VALUE CONCLUSION – WHOLE PROPERTY

Following adjustment, the comparable unit value range is narrowed to $5.52/SF to $8.20/SF with an average of $6.85/SF. The most recent land sale has been given the greatest weight. A value of $6.75 per square foot has been estimated for the subject whole property.

The comparative analysis is summarized, and the value conclusion is presented in the following table.

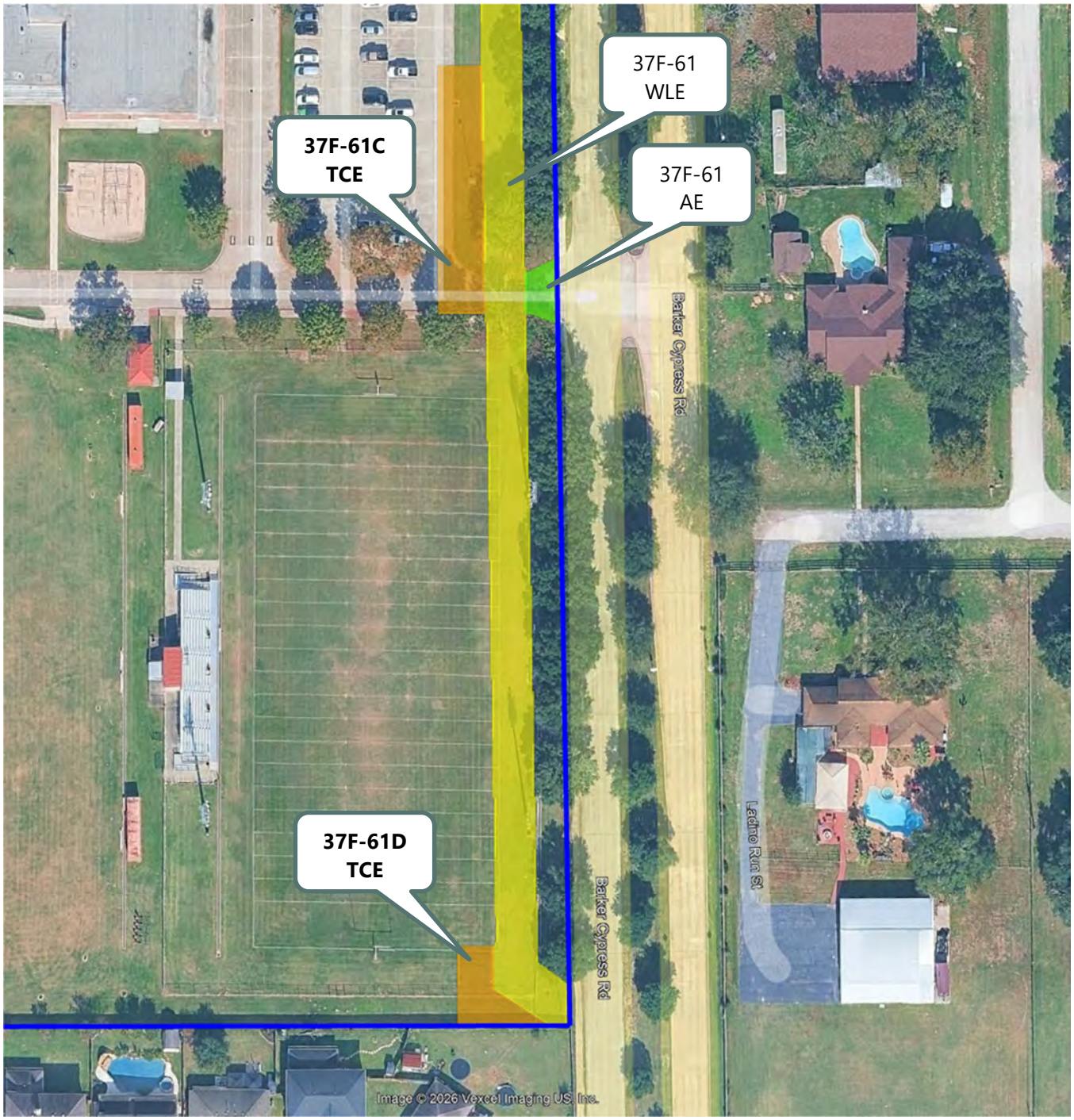
LAND SALES COMPARISON APPROACH CONCLUSION (SF)

	TRANSACTION PRICE	ADJUSTMENT TRANSACTIONAL[1]	ADJUSTED	PROPERTY[2]	FINAL	NET ADJ
1	$5.36	1.0%	$5.41	25%	$6.76	26%
2	$10.00	2.5%	$10.25	(20%)	$8.20	(18%)
3	$3.90	7.7%	$4.20	40%	$5.88	51%
4	$3.58	6.5%	$3.81	45%	$5.52	54%
5	$7.00	7.3%	$7.51	5%	$7.89	13%
HIGH	*$10.00*	*7.7%*	*$10.25*	*45%*	*$8.20*	*54%*
AVG	*$5.97*	*5.0%*	*$6.24*	*19%*	*$6.85*	*25%*
MED	*$5.36*	*6.5%*	*$5.41*	*25%*	*$6.76*	*26%*
LOW	*$3.58*	*1.0%*	*$3.81*	*(20%)*	*$5.52*	*(18%)*

	SUBJECT SF		$/SF		VALUE
Total Land Area	1,088,011	x	$6.75	=	$7,344,076
INDICATED VALUE (ROUNDED TO NEAREST $1)					**$7,344,076**

[1]Cumulative [2]Additive

VIEW OF TEMPORARY CONSTRUCTION EASEMENT



Note: Tracts 37F-61 WLE and 37F-61 AE were previously valued in TVG file TX02-24-0090-045. For the appraisal, we have utilized the land areas and dimensions in the surveys prepared by KUO & Associates. NHCRWA has plans to acquire two temporary construction easements (TCE) for use with the waterline project. Tract 37F-61C TCE is 0.1102 acres or 4,800 square feet in size and is located adjacent to the western line of the previously acquired waterline easement at the entrance to the subject. Tract 37F-61D is 0.0327 acres or 1,424 square feet and is located adjacent to the west line of the previously acquired waterline easement in the southeast corner of the subject property.

In this case, the appraisers have valued the TCE as a work construction area during the construction phase of the project reverting back to the property owner at the termination of the easement agreement. The time frame of the TCE is 2 years.

TEMPORARY CONSTRUCTION EASEMENT

TCE areas are equivalent to short-term ground leases and have been valued as such. Based on a 10% annual rate of return, the estimated fee simple value for the land areas within the TCE is below.

TEMPORARY CONSTRUCTION EASEMENT					
	LAND VALUE $/SF		LAND SF		LAND VALUE
Land Rent - 37F-61C TCE	$6.75	x	4,800	=	$32,400
Annual Easement Value @ Rate of Return	10%		$3,240		
Construction Easement Duration (Years)			2.0 Yrs		$6,480
Plus Improvements					$0
Subtotal 37F-61C TCE					$6,480
Land Rent - 37F-61D TCE	$6.75	x	1,424	=	$9,612
Annual Easement Value @ Rate of Return	10%		$961		
Construction Easement Duration (Years)			2.0 Yrs		$1,922
Plus Improvements					$0
Subtotal 37F-61D TCE					$1,922
TOTAL TEMPORARY CONSTRUCTION EASEMENT					**$8,402**

COMPENSATION ESTIMATE

The value of the subject whole property land and the proposed temporary construction easements were estimated in the preceding sections of this report. Utilizing these value estimates, total just compensation due the property owner is as follows:

SUMMARY OF VALUES	
VALUE OF THE SUBJECT AS A WHOLE PROPERTY	
Subject Land	$7,344,076
Contributory Value of Improvements	N/A
TOTAL	$7,344,076
TEMPORARY CONSTRUCTION EASEMENT	
Tract 37F-61C TCE	$6,480
Tract 37F-61D TCE	$1,922
Contributory Value of Improvements	$0
TOTAL	$8,402
TOTAL AWARD	
Temporary Construction Easement	$8,402
Improvements	$0
TOTAL	**$8,402**

CERTIFICATION

We certify that, to the best of our knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The reported analyses, opinions, and conclusions of the signers are limited only by the reported assumptions and limiting conditions, and are our personal, impartial, and unbiased professional analyses, opinions, and conclusions.
- The signers of this report has no present or prospective interest in the property that is the subject of this report, and no personal interest with respect to the parties involved.
- Jason Mushinski, MAI and Erin Pechal, MAI have performed a previous appraisal of the subject of this report within the three-year period immediately preceding acceptance of this assignment.
- The signers are not biased with respect to the property that is the subject of this report or to the parties involved with this assignment.
- The engagement in this assignment was not contingent upon developing or reporting predetermined results.
- That we have contacted the owner or his agent or have made every reasonable effort to contact the owner or his agent, to give them the opportunity to accompany me on my inspection of the property.
- That we have disregarded any increase or decrease in value prior to the date of valuation caused by this project, other than that due to physical deterioration with the reasonable control of the owners.
- The compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- The reported analysis, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the *Code of Professional Ethics* and *Standards of Professional Appraisal Practice* of the Appraisal Institute, and the *Uniform Standards of Professional Appraisal Practice*, as set forth by the Appraisal Standards Board of the Appraisal Foundation.
- Jason Mushinski, MAI inspected the property that is the subject of this report.
- Erin Pechal, MAI inspected the property that is the subject of this report.
- No one provided significant real property appraisal assistance to the appraisers signing the certification.
- The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
- As of the date of this report, Jason Mushinski, MAI and Erin Pechal, MAI have completed the continuing education program for Designated Members of the Appraisal Institute.



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RELIABILITY OF INFORMATION

Information used in this appraisal has been obtained from sources believed to be reliable. While reasonable diligence has been exercised in analyzing the data, the appraiser does not guarantee the accuracy of information supplied by third parties and assumes no liability for inaccuracies in such information unless otherwise stated.

LEGAL MATTERS, TITLE, AND SURVEY

No responsibility is assumed for legal matters affecting the property including title, liens, encumbrances, easements, or survey matters. Title is assumed to be good and marketable unless otherwise stated.

PROPERTY INSPECTION AND HIDDEN CONDITIONS

The appraisal assumes there are no hidden or unapparent conditions of the property, subsoil, or improvements that would materially affect value. The appraiser is not qualified to detect structural, engineering, or construction deficiencies.

ENVIRONMENTAL CONDITIONS

Unless otherwise stated, the property is assumed to be free of hazardous substances, environmental contamination, or other adverse environmental conditions. The appraiser is not qualified to detect such substances and assumes no responsibility for their presence. Clients are advised to obtain environmental inspections from qualified specialists where environmental concerns may exist.

COMPLIANCE WITH LAWS AND REGULATIONS

Unless otherwise stated, the property is assumed to comply with applicable zoning regulations, building codes, environmental regulations, and other governmental requirements.

AMERICANS WITH DISABILITIES ACT (ADA)

The appraiser has not made a specific compliance survey regarding the Americans with Disabilities Act or similar accessibility regulations. Compliance with such laws is assumed unless otherwise stated.

EFFECTIVE DATE OF VALUE

The opinions expressed in this report apply only as of the effective date of value stated herein. The appraiser assumes no responsibility for legal, physical, economic or other changes occurring after that date.

FORECASTS AND PROJECTIONS

Any projections, operating estimates, or forecasts contained in this report are based on assumptions about future events and market conditions. Actual results may vary materially.

USE AND INTENDED USERS

This report has been prepared solely for the client and intended users identified in the report for the intended use stated. No other party may rely upon this report without the prior written consent of Teel Valuation Group.

DISTRIBUTION AND PUBLICATION

Neither all nor any part of this report, including value conclusions or the identity of the appraiser, may be disseminated to the public through advertising, public relations, news media, or other communication without the prior written consent of Teel Valuation Group.

USE IN ENTIRETY

This report must be considered in its entirety. No portion of the report may be used independently of the whole.

TESTIMONY AND LITIGATION SERVICES

The appraiser is not required to provide testimony, deposition services, or court appearances relating to this appraisal unless prior arrangements have been made.

LIMITATION OF LIABILITY

The liability of Teel Valuation Group and its appraisers, employees, and agents for any claim arising out of this appraisal assignment shall be limited to the amount of the appraisal fee received for this assignment. Under no circumstances shall Teel Valuation Group be liable for consequential, incidental, special, or punitive damages.

Any dispute, claim, or controversy arising out of or relating to this appraisal assignment or the appraisal report shall be resolved by binding arbitration rather than court litigation. The arbitration shall be administered by the American Arbitration Association ("AAA") under the Expedited Procedures of the AAA's Commercial Rules, and the arbitrator shall be experienced in commercial real estate valuation or professional services disputes. Judgment upon the arbitration award may be entered in any court having jurisdiction.

THIRD-PARTY RELIANCE

No party other than the client and intended users identified in this report may rely upon this appraisal. If the client distributes this report to any other party, the client agrees to hold harmless Teel Valuation Group from claims arising from unauthorized reliance.

REPORT UPDATE LIMITATION

Assignment results, including value conclusions, are valid only as of the effective date of value. The appraiser has no obligation to update the report for events or conditions occurring after that date unless specifically engaged to do so.

WORK FILE OWNERSHIP

All analyses, work files, and supporting documentation prepared in connection with this appraisal remain the property of Teel Valuation Group, subject to applicable professional standards regarding retention and review.

MARKET DATA CONFIDENTIALITY CLAUSE

Certain information relied upon in this report may have been obtained from confidential sources including market participants, brokers, owners, tenants, lenders, or proprietary databases maintained by Teel Valuation Group. Teel Valuation Group shall not be required to disclose confidential market participants, proprietary databases, internal research, or analytical methodologies except as required by law or applicable professional standards.

DISCLAIMERS

- FEMA flood maps are not site specific and flood classification should be confirmed by a surveyor.
- Building measurements are approximate unless based on architectural plans or professional measurement services.
- Prospective values assume completion in accordance with plans and specifications.
- Mineral, oil, gas, and subsurface rights are excluded unless specifically addressed.
- Reconstruction costs may differ from insurance underwriting standards.
- Property approvals, permits, and certificates of occupancy are assumed valid.
- Separate land and improvement values cannot be used independently.
- Soil stability is assumed unless otherwise indicated.

ACCEPTANCE

Possession or use of this report constitutes acceptance of these assumptions and limiting conditions.

ADDENDA

ADDENDUM A

LAND SALE PROFILES

COMPARABLE 1

PROPERTY IDENTIFICATION

Property Name	Commercial Land
Address	21334 FM 2920 Hockley, Harris County, TX
APN	04101900001690410190000106040 10190000198

TRANSACTION DATA

Status	Closed
Marketing Time	664 days
Date	April 24, 2026
Seller	Kevin Blake Collins, as Independent Executor of the Estate of Mary Ann Martens, Deceased, Kevin Blake Collins, as Independent Executor of the Estate of Edwin J. Martens, Deceased, and Geneva Fae Martens
Buyer	Tomball 2920, LLC
Recording Number	RP-2026-160713
Property Rights	Fee Simple
Financing	Cash to seller
Sale Conditions	Arm's Length
Price	$5,373,662
Expenditures After Sale	$20,000
Analysis Price	$5,393,662
$/SF	$5.36
$/Acre	$233,668



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Land - Other
Land Area	22.9970 Acres (1,001,749 SF)
Shape	Irregular
Topography	Level
Grade	At street grade
Utilities	Private utilities
Easements	Typical utility easements
Flood Zone	Zone X (Unshaded)
Zoning Code	Not Zoned

REMARKS

This tract wraps the corner of FM 2920 and Roberts Cemetery Road. The tract was improved with 2 single family residences and supporting improvements at the time of sale; however, the tract was sold for redevelopment. An estimated cost of $20,000 was added to account for demolition of the improvements. Roberts Cemetery Road is the entrance to an established, rural subdivision. However, commercial uses are located along FM 2920, including C-stores located at both corners of the FM 2920/Roberts Cemetery Road intersection. Additionally, a number of new residential subdivisions are in development in the immediate vicinity.

COMPARABLE 2

PROPERTY IDENTIFICATION

Property Name	FM 1960 Road W. Houston, TX 77070
Address	FM 1960 Houston, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	086-162-000-0004

TRANSACTION DATA

Status	Closed
Marketing Time	3347 days
Date	October 28, 2025
Seller	Gold & E Partnership
Buyer	QT South LLC
Recording Number	2025.444547
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$9,143,200
Analysis Price	$9,143,200
$/SF	$10.00
$/Acre	$435,600



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Vacant - Commercial
Land Area	20.9899 Acres (914,320 SF)
Shape	Trapezoid
Topography	Generally Level
Utilities	Public available
Flood Zone	Zone AE
Zoning Code	Not Zoned

REMARKS

QuikTrip acquired approximately 20.99 acres from California-based Sheu's Management and Consulting for an undisclosed price. The transaction involved a land parcel suitable for future development. Buyer QuikTrip is a national convenience store and fuel retailer, typically acquiring sites for new store development or strategic expansion.

COMPARABLE 3

PROPERTY IDENTIFICATION

Address	North line of Grant Road, just west of Telge Road Cypress, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	0480970000010, 0480970000014, 0480970000015

TRANSACTION DATA

Status	Closed
Date	November 8, 2024
Seller	Greg D. Denault and spouse, Tami L. Denault
Buyer	Gregory L. Miller, Trustee of the Gregory Lloyd Miller GST Exempt Trust, et al
Recording Number	RP-2024-417759
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$4,200,000
Expenditures After Sale	$100,000
Analysis Price	$4,300,000
$/SF	$4.00
$/Acre	$174,026



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Land Other
Proposed Land Use	Investment
Land Area	24.7090 Acres (1,076,324 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Generally Rectangular
Topography	Level
Utilities	Private utilities
Flood Zone	Zone X (Shaded)
Zoning Code	Not Zoned

REMARKS

This property included a single family residence and agricultural improvements at the time of sale. However, the broker indicated the tract was sold for land value only. A cost of $100,000 has been added to account for demolition of the improvements. The buyer purchased as an investment with no plans for development at this time.

COMPARABLE 4

PROPERTY IDENTIFICATION

Address	17034 Telge Road Cypress, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	0420610000063, 0420610000048

TRANSACTION DATA

Status	Closed
Marketing Time	54 days
Date	July 16, 2024
Seller	Kevin Ross Watts, Independent Executor of the Estate of William Herbert Watts, Deceased
Buyer	LAP LUA, LLC
Recording Number	RP-2024-256680
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$1,550,000
Analysis Price	$1,550,000
$/SF	$3.58
$/Acre	$156,061



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Land Other
Proposed Land Use	Commercial
Land Area	9.9320 Acres (432,636 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Rectangular
Topography	Level
Utilities	Private utilities
Flood Zone	Zone A
Zoning Code	Not Zoned

REMARKS

Buyer purchased as an investment and intends to develop with an unknown use in the future. The tract was improved with horse stalls and was leased to a stable operator. The buyer will continue the lease for 1 year to offset holding costs while determining what they want to develop. A water well and septic are located on the property, but development to a higher density will likely require additional services.

COMPARABLE 5

PROPERTY IDENTIFICATION

Property Name	Commercial Land
Address	17210 Huffmeister Road Cypress, Harris County, TX
MSA	Houston-Pasadena-The Woodlands, TX
APN	0110370000008

TRANSACTION DATA

Status	Closed
Marketing Time	415 days
Date	April 19, 2024
Seller	JLI 17210 Huffmeister SPE, LLC
Buyer	Luxelocker Storage Fund, LP
Recording Number	RP-2024-140903
Property Rights	Fee Simple
Financing	Conventional
Sale Conditions	Arm's Length
Price	$3,265,024
Expenditures After Sale	$10,000
Analysis Price	$3,275,024
$/SF	$7.02
$/Acre	$305,854



PROPERTY DESCRIPTION

Property Type	Land
Property Subtype	Commercial Land
Proposed Land Use	Commercial
Land Area	10.7078 Acres (466,432 SF)
Access Rating	Average
Exposure Rating	Average
Shape	Rectangular
Topography	Level
Utilities	Public available
Flood Zone	Zone X (Shaded)
Zoning Code	Not zoned

REMARKS

The property included an old residence at the time of sale. The improvements contributed no value as the tract was purchased for development. Demolition costs have been estimated at $10,000 (rounded). The listing broker purchased the tract 16 months prior for $1.9 million ($4.07/sf). He said the sales price of the most recent transaction was high, he expected to get $5.50-$6.00/sf, but the buyers were out of state, and they wanted this tract. The tract did not have utilities as of listing, but the buyers were able to secure connection during the due diligence phase.

ADDENDUM B

SURVEY

37F-61C TCE
Page No. 1 of 2

TRACT 37F-61C TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.1102 ACRE OF LAND SITUATED IN THE
J. RICKETTS SURVEY, ABSTRACT NO. 671
HARRIS COUNTY, TEXAS

Being a 0.1102 acre (4,800 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Records (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas. Said 0.1102 acre of land being more particularly described by metes and bounds as follows with bearings referenced to the Texas Coordinate System of 1983, South Central Zone:

COMMENCING at a found 5/8-inch iron rod having the Texas State Plane Coordinates of N: 13,922,925.80 & E: 3,019,909.23 on the west Right-of-Way (R.O.W.) line of Barker Cypress Road (100' R.O.W.) recorded under F.C. No. 447131 of the H.C.M.R. and the common northeast corner of Lot 12, Block 1 of Cypress Point Lake Estates Section 1, a plat recorded under F.C. No. 447131 of the H.C.M.R. and the southeast corner of said Restricted Reserve "A";

THENCE, North 02° 32' 33" West, along the west R.O.W. line of said Barker Cypress Road, a distance of 466.42 feet to a point for a corner;

THENCE, South 87° 27' 27" West, departing the west R.O.W. line of said Barker Cypress Road, a distance of 50.00 feet to a point for the **POINT OF BEGINNING** having the Texas State Plane Coordinates of N: 13,923,389.51 & E: 3,019,838.60 at the southeast corner of the herein described parcel;

THENCE, South 87° 27' 27" West, a distance of 30.00 feet to a point for the southwest corner of the herein described parcel;

THENCE, North 02° 32' 33" West, a distance of 160.00 feet to a point for the northwest corner of the herein described parcel;

THENCE, North 87° 27' 27" East, a distance of 30.00 feet to a point for the northeast corner of the herein described parcel;

THENCE, South 02° 32' 33" East, a distance of 160.00 feet to the **POINT OF BEGINNING**, **CONTAINING** 0.1102 acre (4,800 square feet) of land.

NOTES
Distances are surface and may be converted to grid by multiplying by the combined scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

A separate Exhibit Map Dated 06/01/2026 accompanies this Metes & Bounds Description.

TRACT 37F-61C TCE CONTINUED

37F-61C TCE
Page No. 2 of 2

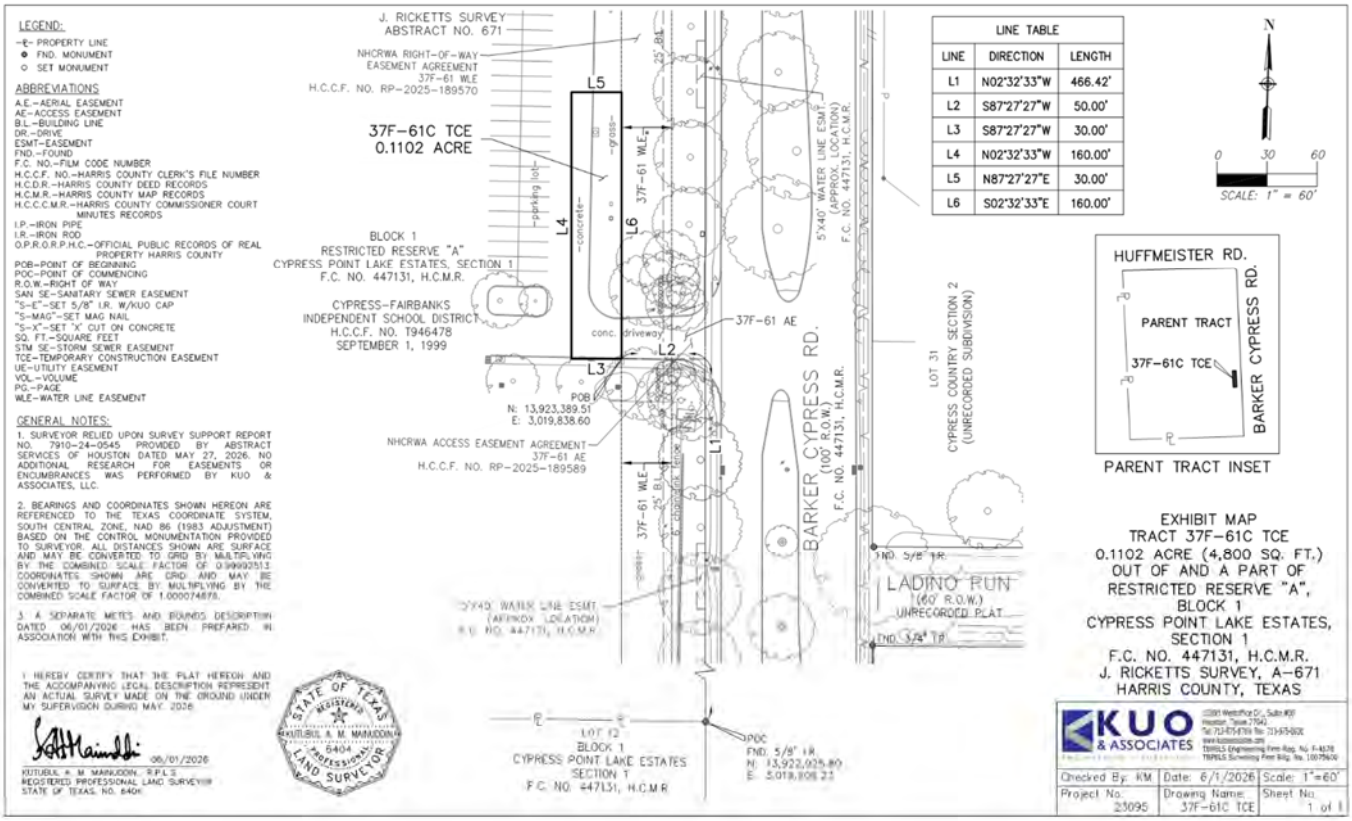
Compiled By:

Kutubul A. M. Mainuddin, RPLS
Registered Professional Land Surveyor
Texas Reg. No. 6404

Kuo & Associates, LLC
10300 Westoffice Drive, Suite 800
Houston, TX 77042
Ph.: (713) 975-8769
TBPLS Firm Registration No. 10075600

Date: 06/01/2026




LEGEND:
-℄- PROPERTY LINE
● FND. MONUMENT
○ SET MONUMENT
ABBREVIATIONS
A.E.–AERIAL EASEMENT
AE–ACCESS EASEMENT
B.L.–BUILDING LINE
DR.–DRIVE
ESMT–EASEMENT
FND.–FOUND
F.C. NO.–FILM CODE NUMBER
H.C.C.F. NO.–HARRIS COUNTY CLERK'S FILE NUMBER
H.C.D.R.–HARRIS COUNTY DEED RECORDS
H.C.M.R.–HARRIS COUNTY MAP RECORDS
H.C.C.C.M.R.–HARRIS COUNTY COMMISSIONER COURT MINUTES RECORDS
I.P.–IRON PIPE
I.R.–IRON ROD
O.P.R.O.R.P.H.C.–OFFICIAL PUBLIC RECORDS OF REAL PROPERTY HARRIS COUNTY
POB–POINT OF BEGINNING
POC–POINT OF COMMENCING
R.O.W.–RIGHT OF WAY
SAN SE–SANITARY SEWER EASEMENT
"S–E"–SET 5/8" I.R. W/KUO CAP
"S–MAG"–SET MAG NAIL
"S–X"–SET 'X' CUT ON CONCRETE
SQ. FT.–SQUARE FEET
STM SE–STORM SEWER EASEMENT
TCE–TEMPORARY CONSTRUCTION EASEMENT
UE–UTILITY EASEMENT
VOL.–VOLUME
PG.–PAGE
WLE–WATER LINE EASEMENT
GENERAL NOTES:
1. SURVEYOR RELIED UPON SURVEY SUPPORT REPORT NO. 7910–24–0545 PROVIDED BY ABSTRACT SERVICES OF HOUSTON DATED MAY 27, 2026. NO ADDITIONAL RESEARCH FOR EASEMENTS OR ENCUMBRANCES WAS PERFORMED BY KUO & ASSOCIATES, LLC.
2. BEARINGS AND COORDINATES SHOWN HEREON ARE REFERENCED TO THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 86 (1983 ADJUSTMENT) BASED ON THE CONTROL MONUMENTATION PROVIDED TO SURVEYOR. ALL DISTANCES SHOWN ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99993513. COORDINATES SHOWN ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.00007487.
3. A SEPARATE METES AND BOUNDS DESCRIPTION DATED 06/01/2026 HAS BEEN PREPARED IN ASSOCIATION WITH THIS EXHIBIT.
I HEREBY CERTIFY THAT THE PLAT HEREON AND THE ACCOMPANYING LEGAL DESCRIPTION REPRESENT AN ACTUAL SURVEY MADE ON THE GROUND UNDER MY SUPERVISION DURING MAY, 2026
06/01/2026
KUTUBUL A. M. MAMUDDIN, R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR
STATE OF TEXAS, NO. 6404
STATE OF TEXAS
REGISTERED
KUTUBUL A. M. MAMUDDIN
6404
PROFESSIONAL
LAND SURVEYOR
J. RICKETTS SURVEY
ABSTRACT NO. 671
NHCRWA RIGHT-OF-WAY EASEMENT AGREEMENT
37F-61 WLE
H.C.C.F. NO. RP-2025-189570
37F-61C TCE
0.1102 ACRE
BLOCK 1
RESTRICTED RESERVE "A"
CYPRESS POINT LAKE ESTATES, SECTION 1
F.C. NO. 447131, H.C.M.R.
CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
H.C.C.F. NO. T946478
SEPTEMBER 1, 1999
POB
N: 13,923,389.51
E: 3,019,838.60
NHCRWA ACCESS EASEMENT AGREEMENT
37F-61 AE
H.C.C.F. NO. RP-2025-189589
5'X40' WATER LINE ESMT
(APPROX. LOCATION)
F.C. NO. 447131, H.C.M.R.
5'X40' WATER LINE ESMT
(APPROX. LOCATION)
F.C. NO. 447131, H.C.M.R.
BARKER CYPRESS RD.
(100' R.O.W.)
F.C. NO. 447131, H.C.M.R.
LOT 31
CYPRESS COUNTRY SECTION 2
(UNRECORDED SUBDIVISION)
LADINO RUN
(60' R.O.W.)
UNRECORDED PLAT
FND. 5/8" I.R.
FND. 5/8" I.R.
37F-61 AE
37F-61 WLE
37F-61 WLE
L1
L2
L3
L4
L5
L6
LOT 12
BLOCK 1
CYPRESS POINT LAKE ESTATES
SECTION 1
F.C. NO. 447131, H.C.M.R.
POC
FND. 5/8" I.R.
N: 13,922,925.80
E: 3,019,808.23
LINE TABLE
LINE | DIRECTION | LENGTH
L1 | N02°32'33"W | 466.42'
L2 | S87°27'27"W | 50.00'
L3 | S87°27'27"W | 30.00'
L4 | N02°32'33"W | 160.00'
L5 | N87°27'27"E | 30.00'
L6 | S02°32'33"E | 160.00'
N
0 30 60
SCALE: 1" = 60'
HUFFMEISTER RD.
PARENT TRACT
37F-61C TCE
BARKER CYPRESS RD.
PARENT TRACT INSET
EXHIBIT MAP
TRACT 37F-61C TCE
0.1102 ACRE (4,800 SQ. FT.)
OUT OF AND A PART OF
RESTRICTED RESERVE "A",
BLOCK 1
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.
J. RICKETTS SURVEY, A–671
HARRIS COUNTY, TEXAS
KUO & ASSOCIATES
Checked By: KM | Date: 6/1/2026 | Scale: 1"=60'
Project No: 23095 | Drawing Name: 37F-61C TCE | Sheet No: 1 of 1

37F-61D TCE
Page No. 1 of 2

TRACT 37F-61D TCE
NHCRWA
TEMPORARY CONSTRUCTION EASEMENT (TCE)

METES AND BOUNDS OF
0.0327 ACRE OF LAND SITUATED IN THE
J. RICKETTS SURVEY, ABSTRACT NO. 671
HARRIS COUNTY, TEXAS

Being a 0.0327 acre (1,424 square feet) tract of land situated in the J. Ricketts Survey, Abstract No. 671, Harris County, Texas, and being out of and a part of Restricted Reserve 'A', Block 1 of Cypress Point Lake Estates, Section 1, a plat recorded under Film Code No. (F.C. No.) 447131 of the Harris County Map Records (H.C.M.R.), and further being described in a General Warranty Deed dated September 1, 1999 conveyed to Cypress-Fairbanks Independent School District recorded under Harris County Clerk's File Number (H.C.C.F. No.) T946478 of the Official Public Records of Real Property Harris County (O.P.R.O.R.P.H.C.), Texas. Said 0.0327 acre of land being more particularly described by metes and bounds as follows with bearings referenced to the Texas Coordinate System of 1983, South Central Zone:

COMMENCING at a found 5/8-inch iron rod having the Texas State Plane Coordinates of N: 13,922,925.80 & E: 3,019,909.23 on the west Right-of-Way (R.O.W.) line of Barker Cypress Road (100' R.O.W.) recorded under F.C. No. 447131 of the H.C.M.R. and the common northeast corner of Lot 12, Block 1 of Cypress Point Lake Estates Section 1, a plat recorded under F.C. No. 447131 of the H.C.M.R. and the southeast corner of said Restricted Reserve "A";

THENCE, South 88° 18' 14" West, departing the west R.O.W. line of said Barker Cypress Road, along the common south line of said Restricted Reserve "A" and the north line of said Lot 12, Block 1 of Cypress Point Lake Estates Section 1, a distance of 10.26 feet to a point for the **POINT OF BEGINNING** having the Texas State Plane Coordinates of N: 13,922,925.49 & E: 3,019,898.98 at the southeast corner of the herein described parcel;

THENCE, South 88° 18' 14" West, continuing along said common line, a distance of 59.74 feet to a point for the southwest corner of the herein described parcel;

THENCE, North 02° 32' 33" West, departing the said common line, a distance of 49.01 feet to a point for the northwest corner of the herein described parcel;

THENCE, North 88° 18' 14" East, a distance of 20.00 feet to a point for the northeast corner of the herein described parcel;

THENCE, South 02° 32' 33" East, a distance of 26.65 feet to a point for an angle point of the herein described parcel;

THENCE, South 62° 32' 33" East, a distance of 45.88 feet to the **POINT OF BEGINNING**, **CONTAINING** 0.0327 acre (1,424 square feet) of land.

NOTES
Distances are surface and may be converted to grid by multiplying by the combined scale factor of 0.99992513. Coordinates are grid and may be converted to surface by multiplying by the combined scale factor of 1.000074876.

A separate Exhibit Map Dated 06/01/2026 accompanies this Metes & Bounds Description.

TRACT 37F-61D TCE CONTINUED

37F-61D TCE
Page No. 2 of 2

Compiled By:

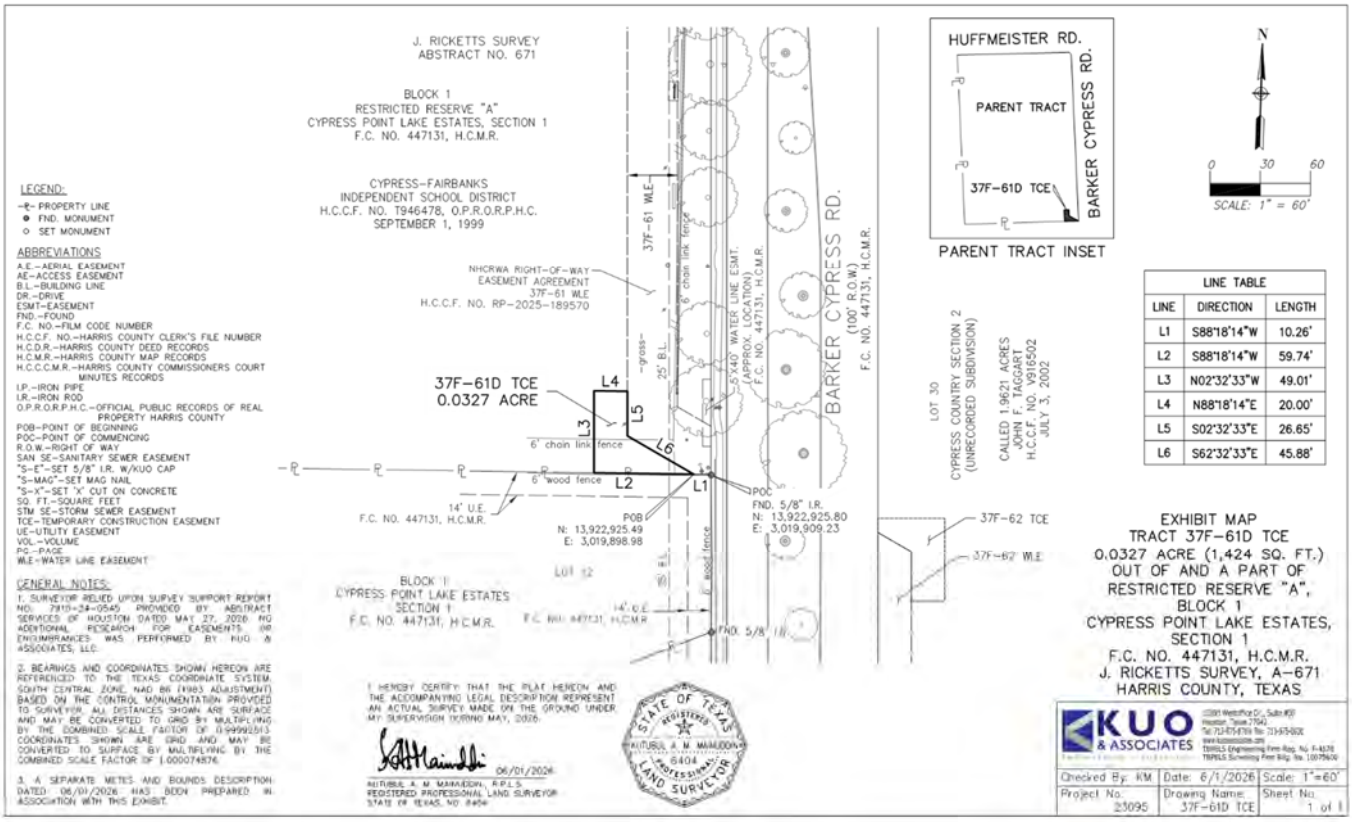


Kutubul A. M. Mainuddin, RPLS
Registered Professional Land Surveyor
Texas Reg. No. 6404



Kuo & Associates, LLC
10300 Westoffice Drive, Suite 800
Houston, TX 77042
Ph.: (713) 975-8769
TBPLS Firm Registration No. 10075600

Date: 06/01/2026


J. RICKETTS SURVEY
ABSTRACT NO. 671
BLOCK 1
RESTRICTED RESERVE "A"
CYPRESS POINT LAKE ESTATES, SECTION 1
F.C. NO. 447131, H.C.M.R.
CYPRESS-FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
H.C.C.F. NO. T946478, O.P.R.O.R.P.H.C.
SEPTEMBER 1, 1999
NHCRWA RIGHT-OF-WAY
EASEMENT AGREEMENT
37F-61 WLE
H.C.C.F. NO. RP-2025-189570
37F-61D TCE
0.0327 ACRE
L1
L2
L3
L4
L5
L6
6' chain link fence
6' wood fence
14' U.E.
F.C. NO. 447131, H.C.M.R.
POB
N: 13,922,925.49
E: 3,019,898.98
POC
FND. 5/8" I.R.
N: 13,922,925.80
E: 3,019,909.23
BLOCK 1
CYPRESS POINT LAKE ESTATES
SECTION 1
F.C. NO. 447131, H.C.M.R.
LOT 32
37F-61 WLE
-gross-
25' B.L.
5'X40' WATER LINE ESMT.
(APPROX. LOCATION)
F.C. NO. 447131, H.C.M.R.
BARKER CYPRESS RD.
(100' R.O.W.)
F.C. NO. 447131, H.C.M.R.
LOT 30
CYPRESS COUNTRY SECTION 2
(UNRECORDED SUBDIVISION)
CALLED 1.9621 ACRES
JOHN F. TAGGART
H.C.C.F. NO. V916502
JULY 3, 2002
37F-62 TCE
37F-62 WLE
HUFFMEISTER RD.
PARENT TRACT
37F-61D TCE
BARKER CYPRESS RD.
PARENT TRACT INSET
N
0 30 60
SCALE: 1" = 60'
LEGEND:
-℄- PROPERTY LINE
● FND. MONUMENT
○ SET MONUMENT
ABBREVIATIONS
A.E.–AERIAL EASEMENT
AE–ACCESS EASEMENT
B.L.–BUILDING LINE
DR.–DRIVE
ESMT–EASEMENT
FND.–FOUND
F.C. NO.–FILM CODE NUMBER
H.C.C.F. NO.–HARRIS COUNTY CLERK'S FILE NUMBER
H.C.D.R.–HARRIS COUNTY DEED RECORDS
H.C.M.R.–HARRIS COUNTY MAP RECORDS
H.C.C.C.M.R.–HARRIS COUNTY COMMISSIONERS COURT MINUTES RECORDS
I.P.–IRON PIPE
I.R.–IRON ROD
O.P.R.O.R.P.H.C.–OFFICIAL PUBLIC RECORDS OF REAL PROPERTY HARRIS COUNTY
POB–POINT OF BEGINNING
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SAN SE–SANITARY SEWER EASEMENT
"S-E"–SET 5/8" I.R. W/KUO CAP
"S-MAG"–SET MAG NAIL
"S-X"–SET "X" CUT ON CONCRETE
SQ. FT.–SQUARE FEET
STM SE–STORM SEWER EASEMENT
TCE–TEMPORARY CONSTRUCTION EASEMENT
UE–UTILITY EASEMENT
VOL.–VOLUME
PG.–PAGE
WLE–WATER LINE EASEMENT
GENERAL NOTES:
1. SURVEYOR RELIED UPON SURVEY SUPPORT REPORT NO. 7810-24-0545 PROVIDED BY ABSTRACT SERVICES OF HOUSTON DATED MAY 27, 2026. NO ADDITIONAL RESEARCH FOR EASEMENTS OR ENCUMBRANCES WAS PERFORMED BY KUO & ASSOCIATES, LLC.
2. BEARINGS AND COORDINATES SHOWN HEREON ARE REFERENCED TO THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 83 (1993 ADJUSTMENT) BASED ON THE CONTROL MONUMENTATION PROVIDED TO SURVEYOR. ALL DISTANCES SHOWN ARE SURFACE AND MAY BE CONVERTED TO GRID BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 0.99992513. COORDINATES SHOWN ARE GRID AND MAY BE CONVERTED TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.000074876.
3. A SEPARATE METES AND BOUNDS DESCRIPTION DATED: 06/01/2026, HAS BEEN PREPARED IN ASSOCIATION WITH THIS EXHIBIT.
I HEREBY CERTIFY THAT THE PLAT HEREON AND THE ACCOMPANYING LEGAL DESCRIPTION REPRESENT AN ACTUAL SURVEY MADE ON THE GROUND UNDER MY SUPERVISION DURING MAY, 2026.
06/01/2026
MUNIBBE A. M. MAHMUDDIN, R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR
STATE OF TEXAS, NO. 6404
STATE OF TEXAS
REGISTERED
MUNIBUL A. M. MAHMUDDIN
6404
PROFESSIONAL
LAND SURVEYOR
LINE TABLE
LINE | DIRECTION | LENGTH
L1 | S88°18'14"W | 10.26'
L2 | S88°18'14"W | 59.74'
L3 | N02°32'33"W | 49.01'
L4 | N88°18'14"E | 20.00'
L5 | S02°32'33"E | 26.65'
L6 | S62°32'33"E | 45.88'
EXHIBIT MAP
TRACT 37F-61D TCE
0.0327 ACRE (1,424 SQ. FT.)
OUT OF AND A PART OF
RESTRICTED RESERVE "A",
BLOCK 1
CYPRESS POINT LAKE ESTATES,
SECTION 1
F.C. NO. 447131, H.C.M.R.
J. RICKETTS SURVEY, A-671
HARRIS COUNTY, TEXAS
KUO & ASSOCIATES
Checked By: KM | Date: 6/1/2026 | Scale: 1"=60'
Project No: 23095 | Drawing Name: 37F-61D TCE | Sheet No: 1 of 1

TEEL
VALUATION GROUP

Office Locations

Houston - Headquarters
974 Campbell Road, Suite 204
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Dallas
4849 Greenville Avenue, Suite 100
Dallas, TX 75206

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13341 W US290, Building 2
Austin TX 78737

Lubbock
2731 81st Street
Lubbock, TX 79423

El Paso
310 N Mesa, Suite 100A
El Paso, TX 79901

Albuquerque
7301 Indian School Rd NE, Suite A
Albuquerque, NM 87110

Tampa
1600 E 8th Avenue, Suite A200
Tampa, FL 33605



TEEL
VALUATION GROUP



REAL ESTATE VALUATION AND ADVISORY SINCE 1983

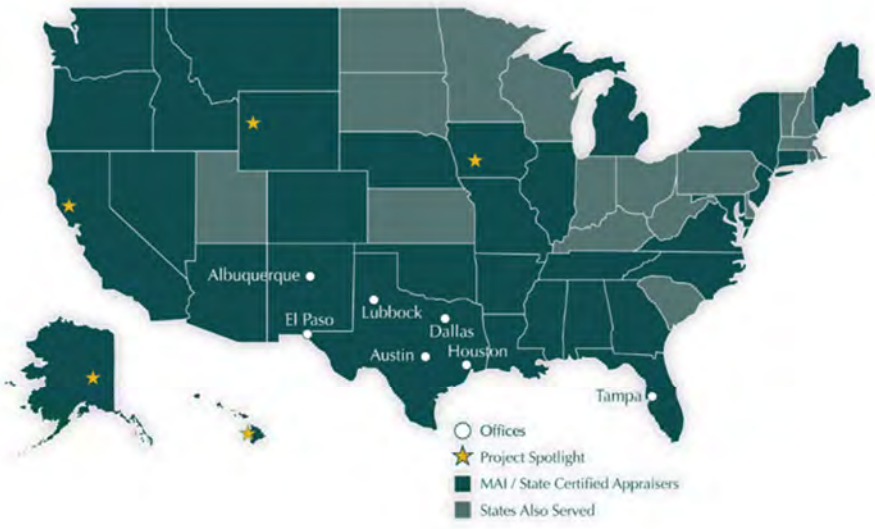
About Teel Valuation Group

Teel Valuation Group was founded in 1983 by Gerald Teel with a commitment to rigorus analysis, professional independence, and the highest standards of commerical real estate valuation. Over four decades, the firm has grown into a regional organization with national coverage, now led by nine partners and supported by a multidisiplinary team of valuation professionals. Today, Teel Valuation Group serves financial institutions , attorneys, government agencies, estates and trusts, corportations, and private investors, earning a reputation for thoughtful analysis, technical expertise, and reliable service on complex assignments.

TVG

Clients Served Per Year	MAI's	Office Locations	States Certified In	Years of Service	States We Serve
400+	13	7	30+	43+	50

Where We Work



The Leadership Team



Chris Lantz, MAI
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clantz@teelvg.com



Jason Mushinski, MAI
Right of Way
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Joshua Wood, IV, JD, MAI, AI-GRS
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Institutional Assets
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Tye Neilson, MAI, SRA, MRICS, Esq.
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Gerald Teel, CRE, SGA
Of Counsel
gteel@teelvg.com

Specialty Practices

- Right of Way
- Litigation
- Yellow Book
- Estate/Trust
- Financial Institutions
- HUD/HTC
- Fannie/Freddie

Property Types

- Retail
- Office
- Industrial
- Multi Family
- Land
- Aviation
- Restaurant
- Convenience Stores
- Auto Dealerships
- Farm & Ranch
- Golf Course
- Special Use Assets

Sound Analysis.
Trusted Advice.

TEEL
VALUATION GROUP

Houston | Dallas | Austin | Lubbock |
El Paso | Albuquerque | Tampa

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www.teelvg.com

Scan this QR code to view our website:

LANDOWNER'S BILL OF RIGHTS



THE STATE OF TEXAS

LANDOWNER'S BILL OF RIGHTS

This Landowner's Bill of Rights applies to any attempt to condemn your property. The contents of this Bill of Rights are set out by the Texas Legislature in Texas Government Code section 402.031 and chapter 21 of the Texas Property Code. Any entity exercising eminent domain authority must provide a copy of this Bill of Rights to you.

1. You are entitled to receive adequate compensation if your property is condemned.
2. Your property can only be condemned for a public use.
3. Your property can only be condemned by a governmental entity or private entity authorized by law to do so.
4. The entity that wants to acquire your property must notify you that it intends to condemn your property.
5. The entity proposing to acquire your property must provide you with a written appraisal from a certified appraiser detailing the adequate compensation you are owed for your property.
6. If you believe that a registered easement or right-of-way agent acting on behalf of the entity that wants to acquire your property has engaged in misconduct, you may file a written complaint with the Texas Real Estate Commission (TREC) under section 1101.205 of the Texas Occupations Code. The complaint should be signed and may include any supporting evidence.
7. The condemning entity must make a bona fide offer to buy the property before it files a lawsuit to condemn the property—meaning the condemning entity must make a good faith offer that conforms with chapter 21 of the Texas Property Code.
8. You may hire an appraiser or other professional to determine the value of your property or to assist you in any condemnation proceeding.
9. You may hire an attorney to negotiate with the condemning entity and to represent you in any legal proceedings involving the condemnation.
10. Before your property is condemned, you are entitled to a hearing before a court-appointed panel of three special commissioners. The special commissioners must determine the amount of compensation the condemning entity owes for condemning your property. The commissioners must also determine what compensation, if any, you are entitled to receive for any reduction in value of your remaining property.
11. If you are unsatisfied with the compensation awarded by the special commissioners, or if you question whether the condemnation of your property was proper, you have the right to a trial by a judge or jury. You may also appeal the trial court's judgment if you are unsatisfied with the result.

PREPARED BY THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS • NOVEMBER 2025

CONDEMNATION PROCEDURE

Eminent domain is the legal authority certain governmental and private entities have to condemn private property for public use in exchange for adequate compensation. Only entities authorized by law to do so may condemn private property. Private property can include land and certain improvements that are on that property.

WHO CAN I HIRE TO HELP ME?

You can hire an appraiser or real estate professional to help you determine the value of your property as well as an attorney to negotiate with a condemning entity or to represent you during condemnation proceedings.

WHAT QUALIFIES AS A PUBLIC PURPOSE OR USE?

Your property may be condemned only for a purpose or use that serves the general public. This could include building or expanding roadways, public utilities, parks, universities, and other infrastructure serving the public. Texas law does not allow condemning authorities to exercise eminent domain for tax revenue or economic development.

WHAT IS ADEQUATE COMPENSATION?

Adequate compensation typically means the market value of the property being condemned. It could also include certain damages if your remaining property's market value is diminished by the condemnation or the public purpose for which it is being condemned.

OTHER THAN ADEQUATE COMPENSATION, WHAT OTHER COMPENSATION COULD I BE OWED?

If you are displaced from your residence or place of business, you may be entitled to reimbursement for reasonable expenses incurred while moving to a new site. However, reimbursement costs may not be available if those expenses are recoverable under another law. Also, reimbursement costs are capped at the market value of the property.

WHAT DOES A CONDEMNOR HAVE TO DO BEFORE CONDEMNING MY PROPERTY?

- Provide you a copy of this Landowner's Bill of Rights before, or at the same time as, the entity first represents that it possesses eminent domain authority. It is also required to send this Landowner's Bill of Rights to the last known address of the person listed as the property owner on the most recent tax roll at least seven days before making its final offer to acquire the property.
  - If the condemnor seeks to condemn a right-of-way easement for a pipeline or electric transmission line and is a private entity, the condemnor must also provide you a copy of the Landowner's Bill of Right's addendum.
  - The addendum describes the standard terms required in an instrument conveying property rights (such as a deed transferring title or an easement spelling out the easement rights) and what terms you can negotiate.
- Make a bona fide offer to purchase the property. This process is described more fully in chapter 21 of the Texas Property Code. A "bona fide offer" involves both an initial written offer as well as a final written offer.
  - The initial written offer must include:
    - » a copy of the Landowner's Bill of Rights and addendum (if applicable);
    - » either a large-font, bold-print statement saying whether the offered compensation includes damages to the remainder of your remaining property or a formal appraisal of the property that identifies any damages to the remaining property (if any);
    - » the conveyance instrument (such as an easement or deed); and
    - » the name and telephone number of an employee, affiliate, or legal representative of the condemning entity.
  - The final written offer must be made at least 30 days after the initial written offer and must include, if not previously provided:
    - » compensation equal to or more than the amount listed in a written, certified appraisal that is provided to you;
    - » copies of the conveyance instrument; and
    - » the Landowner's Bill of Rights.
- Disclose any appraisal reports. When making its initial offer, the condemning entity must share its appraisal reports that relate to the property from the past 10 years. You have the right to discuss the offer with others and to either accept or reject the offer made by the condemning entity.

WHAT IF I DO NOT ACCEPT AN OFFER BY THE CONDEMNING AUTHORITY?

The condemnor must give you at least 14 days to consider the final offer before filing a lawsuit to condemn your property, which begins the legal condemnation process.

HOW DOES THE LEGAL CONDEMNATION PROCESS START?

The condemnor can start the legal condemnation process by filing a lawsuit to acquire your property in the appropriate court of the county where the property is located. When filing the petition, the condemnor must send you a copy of the petition by certified mail, return receipt requested, and first class mail. It must also send a copy to your attorney if you are represented by counsel.

WHAT DOES THE CONDEMNOR HAVE TO INCLUDE IN THE LAWSUIT FILED WITH THE COURT?

The lawsuit must describe the property being condemned and state the following: the public use; your name; that you and the condemning entity were unable to agree on the value of the property; that the condemning entity gave you the Landowner's Bill of Rights; and that the condemning entity made a bona fide offer to voluntarily purchase the property from you.

SPECIAL COMMISSIONERS' HEARING AND AWARD

No later than 30 days after the condemning entity files a condemnation lawsuit in court, the judge will appoint three local landowners to serve as special commissioners and two alternates. The judge will promptly give the condemnor a signed order appointing the special commissioners and the condemnor must give you, your lawyer, and other parties a copy of the order by certified mail, return receipt requested. The special commissioners will then schedule a condemnation hearing at the earliest practical time and place and to give you written notice of the hearing.



WHAT DO THE SPECIAL COMMISSIONERS DO?

The special commissioners' job is to decide what amount of money is adequate to compensate you for your property. The special commissioners will hold a hearing where you and other interested parties may introduce evidence. Then the special commissioners will determine the amount of money that is adequate compensation and file their written decision, known as an "Award," in the court with notice to all parties. Once the Award is filed, the condemning entity may take possession and start using the property being condemned, even if one or more parties object to the Award of the special commissioners.

ARE THERE LIMITATIONS ON WHAT THE SPECIAL COMMISSIONERS CAN DO?

Yes. The special commissioners are tasked only with determining monetary compensation for the value of the property condemned and the value of any damages to the remaining property. They do not decide whether the condemnation is necessary or if the public use is proper. Further, the special commissioners do not have the power to alter the terms of an easement, reduce the size of the land acquired, or say what access will be allowed to the property during or after the condemnation. The special commissioners also cannot determine who should receive what portion of the compensation they award. Essentially, the special commissioners are empowered only to say how much money the condemnor should pay for the land or rights being acquired.

WHO CAN BE A SPECIAL COMMISSIONER?

Special commissioners must be landowners and residents in the county where the condemnation proceeding is filed, and they must take an oath to assess the amount of adequate compensation fairly, impartially, and according to the law.

WHAT IF I WANT TO OBJECT TO A SPECIAL COMMISSIONER?

The judge must provide to the parties the names and contact information of the special commissioners and alternates. Each party will have up to 10 days after the date of the order appointing the special commissioners or 20 days after the date the petition was filed, whichever is later, to strike one of the three special commissioners. If a commissioner is struck, an alternate will serve as a replacement. Another party may strike a special commissioner from the resulting panel within three days after the date the initial strike was filed or the date of the initial strike deadline, whichever is later.

WHAT WILL HAPPEN AT THE SPECIAL COMMISSIONERS' HEARING?

The special commissioners will consider any evidence (such as appraisal reports and witness testimony) on the value of your condemned property, the damages or value added to remaining property that is not being condemned, and the condemning entity's proposed use of the property.

WHAT ARE MY RIGHTS AT THE SPECIAL COMMISSIONERS' HEARING?

You have the right to appear or not appear at the hearing. If you do appear, you can question witnesses or offer your own evidence on the value of the property. The condemning entity must give you all existing appraisal reports regarding your property used to determine an opinion of value at least three days before the hearing. If you intend to use appraisal reports to support your claim about adequate compensation, you must provide them to the condemning entity 10 days after you receive them or three business days before the hearing, whichever is earlier.

DO I HAVE TO PAY FOR THE SPECIAL COMMISSIONERS' HEARING?

If the special commissioners' award is less than or equal to the amount the condemning entity offered to pay before the proceedings began, then you may be financially responsible for the cost of the condemnation proceedings. But, if the award is more than the condemning entity offered to pay before the proceedings began, then the condemning entity will be responsible for the costs.

WHAT DOES THE CONDEMNOR NEED TO DO TO TAKE POSSESSION OF THE PROPERTY?

Once the condemning entity either pays the amount of the award to you or deposits it into the court's registry, the entity may take possession of the property and put the property to public use. Non-governmental condemning authorities may also be required to post bonds in addition to the award amount. You have the right to withdraw funds that are deposited into the registry of the court, but when you withdraw the money, you can no longer challenge whether the eminent domain action is valid—only whether the amount of compensation is adequate.

OBJECTING TO THE SPECIAL COMMISSIONERS' AWARD

If you, the condemning entity, or any other party is unsatisfied with the amount of the award, that party can formally object. The objection must be filed in writing with the court and is due by the first Monday following the 20th day after the clerk gives notice that the commissioners have filed their award with the court. If no party timely objects to the special commissioners' award, the court will adopt the award amount as the final compensation due and issue a final judgment in absence of objection.

WHAT HAPPENS AFTER I OBJECT TO THE SPECIAL COMMISSIONERS' AWARD?

If a party timely objects, the court will hear the case just like other civil lawsuits. Any party who objects to the award has the right to a trial and can elect whether to have the case decided by a judge or jury.

WHO PAYS FOR TRIAL?

If the verdict amount at trial is greater than the amount of the special commissioners' award, the condemnor may be ordered to pay costs. If the verdict at trial is equal to or less than the amount the condemnor originally offered, you may be ordered to pay costs.

IS THE TRIAL VERDICT THE FINAL DECISION?

Not necessarily. After trial any party may appeal the judgment entered by the court.



DISMISSAL OF THE CONDEMNATION ACTION

A condemnation action may be dismissed by either the condemning authority itself or on a motion by the landowner.

WHAT HAPPENS IF THE CONDEMNING AUTHORITY NO LONGER WANTS TO CONDEMN MY PROPERTY?

If a condemning entity decides it no longer needs your condemned property, it can file a motion to dismiss the condemnation proceeding. If the court grants the motion to dismiss, the case is over, and you can recover reasonable and necessary fees for attorneys, appraisers, photographers, and for other expenses up to that date.

WHAT IF I DO NOT THINK THE CONDEMNING ENTITY HAS THE RIGHT TO CONDEMN MY PROPERTY?

You can challenge the right to condemn your property by filing a motion to dismiss the condemnation proceeding. For example, a landowner could challenge the condemning entity's claim that it seeks to condemn the property for a public use. If the court grants the landowner's motion, the court may award the landowner reasonable and necessary fees and expenses incurred to that date.

CAN I GET MY PROPERTY BACK ONCE IT IS CONDEMNED?

You may have the right to repurchase your property if your property is acquired through eminent domain and:

- the public use for which the property was acquired is canceled before that property is put to that use,
- no actual progress is made toward the public use within 10 years, or
- the property becomes unnecessary for public use within 10 years.

Additionally, you may have the right to repurchase your property if your property is acquired through eminent domain and the condemning authority:

- is required to pay property taxes on the property,
- has received a tax bill for the property, and
- has failed to pay any property taxes on the property within three years of the taxes becoming due.

The repurchase price is the price you were paid at the time of the condemnation.

ADDITIONAL RESOURCES AND ADDENDA

For more information about the procedures, timelines, and requirements outlined in this document, see chapter 21 of the Texas Property Code. An addenda discussing the terms required for an instrument of conveyance under Property Code section 21.0114(c), and the conveyance terms that a property owner may negotiate under Property Code section 21.0114(d), is attached to this statement.

The information in this statement is intended to be a summary of the applicable portions of Texas state law as required by HB 1495, enacted by the 80th Texas Legislature, Regular Session, and HB 2730, enacted by the 87th Texas Legislature, Regular Session. This statement is not legal advice and is not a substitute for legal counsel.















CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Annual Comprehensive Financial Report

For the Fiscal Year Ended June 30, 2026 • Cypress, TX























CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Annual Comprehensive Financial Report

For the Fiscal Year Ended June 30, 2026 • Cypress, TX







PREPARED BY THE
FINANCE DEPARTMENT









CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
ANNUAL COMPREHENSIVE FINANCIAL REPORT
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

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Introductory Section











CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

November 9, 2026

Board of Trustees and Citizens
Cypress-Fairbanks Independent School District
11440 Matzke Road
Cypress, Texas 77429

Dear Board of Trustees and Citizens:

State law requires that each school district have its fiscal accounts audited annually. A copy of the annual financial report, approved by the Board of Trustees, must be filed with the Texas Education Agency (TEA) by the 150th day after the end of the fiscal year. The Annual Comprehensive Financial Report of the Cypress-Fairbanks Independent School District (CFISD or the District) is published to fulfill that requirement for the fiscal year ended June 30, 2026.

The independent audit of the financial statements is part of a broader, federally mandated "Single Audit" designed to meet the special needs of federal grantor agencies. The standards governing Single Audit engagements require the independent auditor to report not only on the fair presentation of the financial statements, but also on the audited government's internal controls and compliance with legal requirements, with special emphasis on internal controls and legal requirements involving the administration of federal awards. These reports are available in the District's separately issued Single Audit Report.

The Annual Comprehensive Financial Report consists of management's representations concerning the finances of the District. Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation, including all disclosures, rests with the District's administration. To provide a reasonable basis for making these representations, management of the District has established a comprehensive internal control framework that is designed both to protect the District's assets from loss, theft, or misuse and to compile sufficient reliable information for the preparation of the District's financial statements in conformity with generally accepted accounting principles (GAAP). Because the cost of internal controls should not outweigh their benefits, the District's comprehensive framework of internal controls has been designed to provide reasonable rather than absolute assurance that the financial statements will be free from material misstatement.

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Assistant Superintendent of Business and Financial Services, Cypress-Fairbanks Independent School District, 11440 Matzke Road, Cypress, Texas, 77429.

Weaver and Tidwell, L.L.P., a firm of licensed certified public accountants, has issued an unmodified opinion based upon the audit of the District's financial statements for the fiscal year ended June 30, 2026. The independent auditors' report is presented as the first component of the financial section of this report.

Management's Discussion and Analysis (MD&A) immediately follows the report of the independent auditors and provides a narrative introduction, overview, and analysis to accompany the basic financial statements. MD&A complements this letter of transmittal and should be read in conjunction with it.

PROFILE OF THE DISTRICT

During the 1939-40 school year, the voters in the Cypress and Fairbanks school systems approved the creation of the Cypress-Fairbanks Consolidated School District (Consolidated later became Independent). The District is comprised of 59 elementary schools, 20 middle schools, 12 high schools and 5 special program facilities, of which the average daily attendance reached 104,561 for the 2025-26 school year. CFISD is legally recognized as a political subdivision of the State of Texas and is located within Harris County. The District is not included in any other governmental reporting entity and there are no component units.

A seven-member Board of Trustees (the Board) governs the District and has governance responsibilities over all activities related to public elementary and secondary education. Each member is elected to an at-large position for four years in a nonpartisan election. An election is held in November at the expiration of each term. Based on legislative authority codified in the Texas Education Code, the Board (1) has exclusive power to manage and govern the District; (2) can acquire and hold real and personal property; (3) shall have power to levy and collect taxes and to issue bonds; (4) can contract for appointed officers, teachers, and other personnel as well as for goods and services; and (5) has the right of eminent domain to acquire real property.

CFISD is a public educational institution which provides services for students from pre-kindergarten through twelfth grade. Some of the programs provided are special education services for children as early as age three through twenty-two years of age and early childhood development services. Programs are also available for four-year-old students who require educational services due to limited English proficiency and low economic status. Full-day kindergarten is provided for all five-year-olds. Other programs offered by CFISD are a gifted and talented program, bilingual program that advances the acquisition of the English language through an accelerated learning model, compensatory education program for at-risk students, career and technology programs, and cocurricular/extracurricular activities. High school students may also take advantage of earning college credits through College Board Advanced Placement courses, college academies, and dual credit programs. CFISD offers a strong, rich, and diverse curriculum for all students.

The annual budget serves as the foundation for the District's financial planning and control. The Board adopts an appropriated budget for the general fund, debt service fund, and the National School Breakfast and Lunch Program special revenue fund on a basis consistent with GAAP. Prior to June 19 each year, the District prepares a budget for the next succeeding fiscal year. The operating budget includes proposed expenditures and the means of financing them. A meeting of the Board is called for the purpose of adopting the proposed budget after ten days' public notice of the meeting has been given. Prior to July 1, the budget is formally approved and adopted by the Board. The appropriated budget is prepared by fund and function. Transfers of appropriations between campuses/departments require the approval of the District's management. Increasing any one of the functional spending categories or revenue object accounts and other resources require the approval of the Board.

LOCAL ECONOMY

The District comprises approximately 10% of Harris County, the most populous county of the 254 counties in Texas. There are 186 square miles of land within the boundaries of the District, much of it within or adjacent to the greater Houston area. This size makes CFISD the second largest school system in land area out of the 25 districts in Harris County.

Located within the District are numerous multi-use developments which include retail shopping centers, low to mid-rise office buildings, hotels, industrial parks, financial institutions, medical facilities, restaurants, and high-density residential projects. The District's taxable assessed value slightly decreased to $69.1 billion in 2025-26 due to the increase in state homestead exemptions.

The greater Houston area economy, from which most of the District's economic viability is derived, continues to thrive despite uncertainties in the U.S. and global economies. Several key road projects have favorably impacted the District's economy. The completion of the northwest corner of the Grand Parkway has produced several new housing developments and new retail establishments. The ongoing expansion of Highway 290 has attracted many large companies to the area. Houston continues to be a leader in the oil and gas, manufacturing, health care, biomedical research, and aerospace industries. The Cypress-Fairbanks community expects to maintain steady and sustained economic growth reflective of the greater Houston area.

LONG-TERM FINANCIAL PLANNING

CFISD's student average daily attendance has decreased 3.1 percent over a ten-year period and its enrollment, currently at 114,697, is the third largest in the State. Enrollment decreased by 2,109 students in 2025-26 as compared to initial projections of 116,806. The District's school buildings range in age from 85 years to three years old.

The District's approach to coping with the combination of moderate student decline in a restricted funding environment with increasing academic standards has been to ensure that the budget process is instructionally driven and guided by the Goals of the District. The major budget priorities are to preserve quality of instruction and services and increased accountability; to ensure that quality staff is retained and recruited; to provide ongoing safety and security measures at all district facilities; and to preserve adequate financial position. The Board and administration review the Goals of the District every year, focusing on aligning the allocation of resources, both personnel and financial, with the accomplishment of the goals and objectives. This facilitates identification of target areas for both operating cost reductions and increases.

RELEVANT FINANCIAL POLICIES

Budget planning is an integral part of overall program planning to ensure the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals are considered, as well as input from the community, and District and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and are a part of each month's activities.

MAJOR INITIATIVES

Currently, CFISD has over 100 languages and dialects that are spoken by students and approximately 20 percent of students will enroll in the District's emergent bilingual programs this year. Additionally, 58 percent of the District's students are economically disadvantaged, and 15 percent of students will receive special education services. As a result of the change in demographics, the District has responded by providing academic programs adapted to meet the needs of all children. To embrace the cultural differences of students from various ethnic backgrounds, the District provides bilingual programs at 36 elementary campuses and welcomes non-English speaking students at 7 New Arrival Centers, where students are immersed in the English language.

The District continues to meet or surpass state standards in every subject area through the use of differentiated instruction to meet the needs of all students. For fiscal year 2025-26, CFISD was awarded an Accountability Rating of "B". All high schools earned an "A" or "B" rating, and no campuses earned lower than a "C" rating.

By reviewing individual student test data and gauging the effectiveness of instructional programs, the District has strengthened and expanded its curriculum beyond the requirements of the state-mandated Texas Essential Knowledge and Skills (TEKS) in order to provide CFISD students with an education that is more enriched and broader in scope. Advanced offerings will be expanded as more students express a desire to participate. CFISD students continue to excel in obtaining a well-rounded education as evidenced by a 93.7 percent graduated rate based on TEA accountability data tables.

AWARDS AND ACKNOWLEDGEMENTS

Cypress-Fairbanks Independent School District received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for its Annual Comprehensive Financial Report for the fiscal year ended June 30, 2025. To be awarded a Certificate of Achievement, a governmental unit must publish an easily readable and efficiently organized report, whose contents conform to program standards. Such a report must satisfy both GAAP and applicable legal requirements. A Certificate of Achievement is valid for a period of one year. We believe our current report will conform to the Certificate of Achievement Program requirements, and we are submitting it to the GFOA for their review.

The District received the Association of School Business Officials' (ASBO) Certificate of Excellence in Financial Reporting Award for the prior year. This award certifies that the Annual Comprehensive Financial Report for the fiscal year ended June 30, 2025 substantially conforms to the principles and standards of financial reporting as recommended and adopted by the ASBO. We believe our current report will conform to the Certificate of Excellence Program requirements, and we are submitting it to the ASBO for their review.

We appreciate the support of the Board, the employees, the citizens of CFISD, and the business community, all of whom work cooperatively to ensure the best education for the students and the continuing development of the District. Special appreciation goes to the District's finance department and the independent auditors' staff. The preparation of this report could not have been accomplished without their efficient and dedicated service.

Respectfully submitted,

Douglas Killian, Ph.D.
Superintendent

Karen W. Smith, CPA, RTSBA
Associate Superintendent -
Chief Financial Officer

Amanda Boles, CPA, RTSBA
Assistant Superintendent -
Business and Financial Services

Adam Leal
Director of Financial Services

Melissa McAnear, CPA, RTSBA
Director of Business Services

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Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

Cypress-Fairbanks Independent School District
Texas

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2025



and issued to the public 133 days after the fiscal year end

Christopher P. Morrill

Executive Director/CEO

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

The Certificate of Excellence in Financial Reporting
is presented to

Cypress-Fairbanks ISD

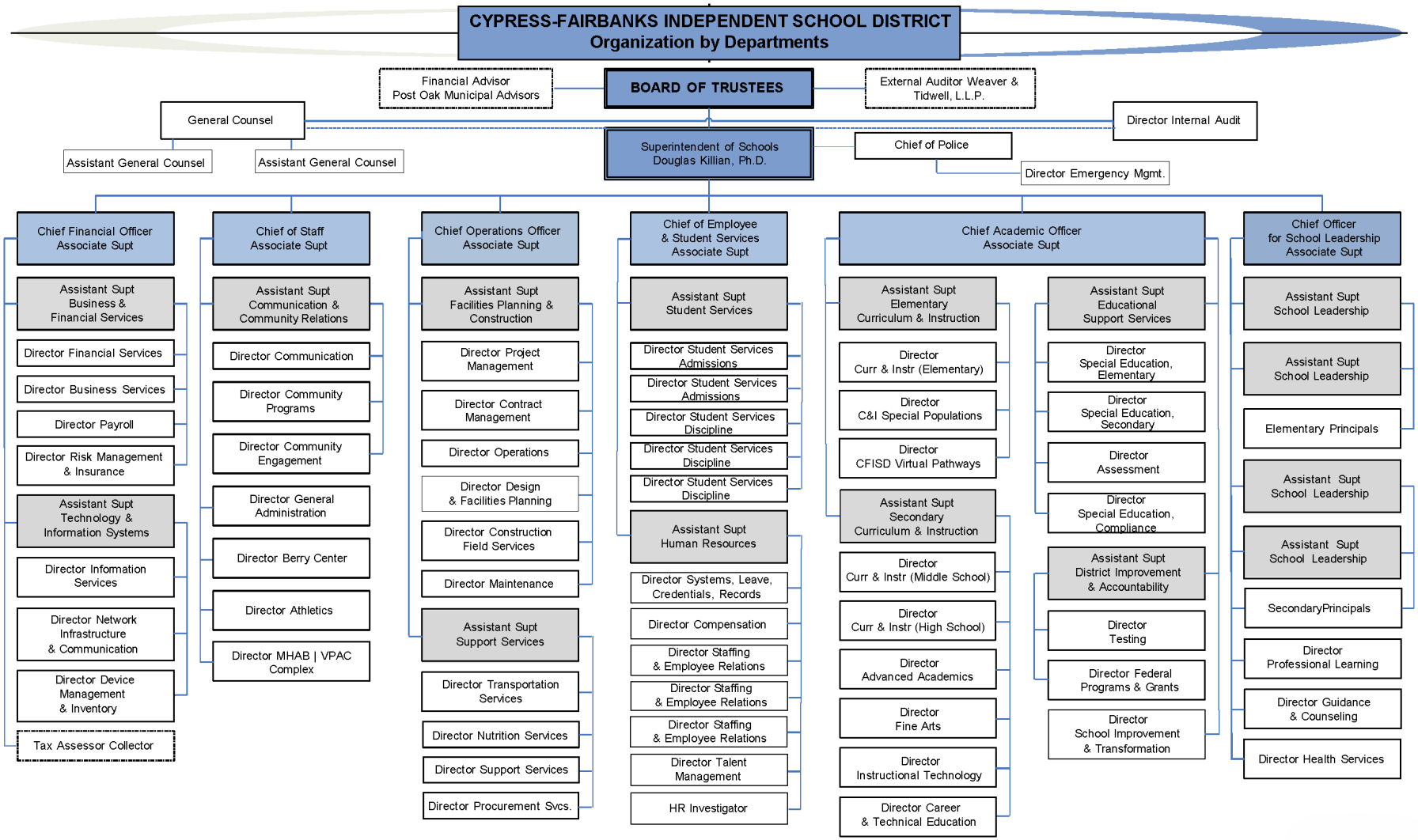
for its Annual Comprehensive Financial Report
for the Fiscal Year Ended June 30, 2025.

The district report meets the criteria established for
ASBO International's Certificate of Excellence in Financial Reporting.

CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

Lynn Knight
President

James M. Rowan, CAE, SFO
CEO/Executive Director


CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
Organization by Departments
Financial Advisor
Post Oak Municipal Advisors
BOARD OF TRUSTEES
External Auditor Weaver & Tidwell, L.L.P.
General Counsel
Assistant General Counsel
Assistant General Counsel
Director Internal Audit
Superintendent of Schools
Douglas Killian, Ph.D.
Chief of Police
Director Emergency Mgmt.
Chief Financial Officer
Associate Supt
Assistant Supt
Business &
Financial Services
Director Financial Services
Director Business Services
Director Payroll
Director Risk Management
& Insurance
Assistant Supt
Technology &
Information Systems
Director Information
Services
Director Network
Infrastructure
& Communication
Director Device
Management
& Inventory
Tax Assessor Collector
Chief of Staff
Associate Supt
Assistant Supt
Communication &
Community Relations
Director Communication
Director Community
Programs
Director Community
Engagement
Director General
Administration
Director Berry Center
Director Athletics
Director MHAB | VPAC
Complex
Chief Operations Officer
Associate Supt
Assistant Supt
Facilities Planning &
Construction
Director Project
Management
Director Contract
Management
Director Operations
Director Design
& Facilities Planning
Director Construction
Field Services
Director Maintenance
Assistant Supt
Support Services
Director Transportation
Services
Director Nutrition Services
Director Support Services
Director Procurement Svcs.
Chief of Employee
& Student Services
Associate Supt
Assistant Supt
Student Services
Director Student Services
Admissions
Director Student Services
Admissions
Director Student Services
Discipline
Director Student Services
Discipline
Director Student Services
Discipline
Assistant Supt
Human Resources
Director Systems, Leave,
Credentials, Records
Director Compensation
Director Staffing
& Employee Relations
Director Staffing
& Employee Relations
Director Staffing
& Employee Relations
Director Talent
Management
HR Investigator
Chief Academic Officer
Associate Supt
Assistant Supt
Elementary
Curriculum & Instruction
Director
Curr & Instr (Elementary)
Director
C&I Special Populations
Director
CFISD Virtual Pathways
Assistant Supt
Secondary
Curriculum & Instruction
Director
Curr & Instr (Middle School)
Director
Curr & Instr (High School)
Director
Advanced Academics
Director
Fine Arts
Director
Instructional Technology
Director Career
& Technical Education
Assistant Supt
Educational
Support Services
Director
Special Education,
Elementary
Director
Special Education,
Secondary
Director
Assessment
Director
Special Education,
Compliance
Assistant Supt
District Improvement
& Accountability
Director
Testing
Director Federal
Programs & Grants
Director
School Improvement
& Transformation
Chief Officer
for School Leadership
Associate Supt
Assistant Supt
School Leadership
Assistant Supt
School Leadership
Elementary Principals
Assistant Supt
School Leadership
Assistant Supt
School Leadership
SecondaryPrincipals
Director
Professional Learning
Director Guidance
& Counseling
Director Health Services

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
PRINCIPAL SCHOOL DISTRICT OFFICIALS AND ADVISORS

Board of Trustees

Julie Hinaman	President
Dr. Cleveland Lane Jr.	Vice-President
Lesley Guilmart	Secretary
Justin Ray	Member
Christine Kalmbach	Member
Todd LeCompte	Member
Kendra Camarena	Member

Administrative Staff

Douglas Killian, Ph. D.	Superintendent
Karen W. Smith, CPA, RTSBA	Associate Superintendent - Chief Financial Officer
Amanda Boles, CPA, RTSBA	Assistant Superintendent - Business and Financial Services
Adam Leal	Director of Financial Services
Melissa McAnear, CPA, RTSBA	Director of Business Services
Kala Holler, CTSBS	Director of Payroll
Jaime Decantillon, MBA, ARM, CSRM	Director of Risk Management and Insurance

Accountants and Advisors

Weaver and Tidwell, L.L.P.	Independent Auditors
Bracewell, L.L.P.	Legal/Bond/Disclosure Counsel
Thompson & Horton, L.L.P.	Legal Counsel
Post Oak Municipal Advisors L.L.C.	Financial Advisors

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Financial Section











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The Woodlands, Texas 77380
713-800-1060

Independent Auditor's Report

To the Board of Trustees of
Cypress-Fairbanks Independent School District
Cypress, Texas

Report on the Audit of the Financial Statements

Opinions

We have audited 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 year ended June 30, 2026, and the related notes to the financial statements, which collectively comprise the the "District"'s basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2026, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the the "District", and to meet our other ethical responsibilities, in accordance with the 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 audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the the "District"'s ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

The Board of Trustees of
Cypress-Fairbanks Independent School District

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. 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 and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, 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 amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the the "District"'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the the "District"'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and Required Supplementary Information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The Board of Trustees of
Cypress-Fairbanks Independent School District

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information is presented for purposes of additional analysis 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 basic 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 information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Information Included in the Annual Comprehensive Financial Report (ACFR)

Management is responsible for the other information in the ACFR. The other information comprises the introductory section and statistical section but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon. In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2026 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Weaver and Tidwell, L.L.P.

WEAVER AND TIDWELL, L.L.P.

The Woodlands, TX
October 28, 2026

As management of the Cypress-Fairbanks Independent School District (the District), we offer the residents, taxpayers, and other readers of the District's financial statements this Management's Discussion and Analysis (MD&A). The MD&A provides a narrative overview and analysis of the financial activities and financial statements of the District for the fiscal year ended June 30, 2026, with an emphasis on changes from the prior fiscal year. We encourage readers to consider the information presented in this section in conjunction with the District's basic financial statements and accompanying notes, as well as the letter of transmittal, which can be found at the beginning of the Annual Comprehensive Financial Report.

Overview of Financial Statements

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains required supplementary information and supplementary and other information in addition to the basic financial statements.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information on all of the District's assets, liabilities, and deferred inflows/outflows of resources, with the difference reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *Statement of Activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows.* Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused sick leave).

The government-wide financial statements of the District are principally supported by taxes and intergovernmental revenues *(governmental activities)*. The governmental activities of the District include Instruction, Instructional Resources and Media Services, Curriculum and Instructional Staff Development, Instructional Leadership, School Leadership, Guidance, Counseling, and Evaluation Services, Social Work Services, Health Services, Student Transportation, Food Services, Cocurricular/Extracurricular Activities, General Administration, Plant Maintenance and Operations, Security and Monitoring Services, Data Processing Services, Community Services, Interest on Debt, Bond Issuance Costs and Fees, Facilities Repair and Maintenance, Payments to Fiscal Agents SSA, Payments to Juvenile Justice Alternative Education Programs, and Other Intergovernmental Charges. The business-type activities of the District include the operation of a before and after school care program and summer programs reported as Community Programs.

The government-wide financial statements are referenced as Exhibits A-1 and A-2 in this report.

Fund financial statements. A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

Governmental funds. *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on *near-term inflows and outflows of spendable resources*, as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a District's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The District maintains twenty-two individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund, debt service fund, and the capital projects fund, all of which are considered to be major funds. Data from the other nineteen governmental funds are combined into a single, aggregated presentation. Individual fund data for each of these nonmajor governmental funds is provided in the form of combining statements elsewhere in the financial statements. The District adopts an annual appropriated budget for its general fund, debt service fund, and National School Breakfast and Lunch Program special revenue fund.

The basic governmental fund financial statements are referenced as Exhibits B-1, B-1R, B-2 and B-2R in this report.

Proprietary funds. The District maintains two different types of proprietary funds. *Enterprise funds* are used to report activities for which fees are charged to external users for goods or services (*business-type activities*). The function of the District's enterprise fund is to provide before and after school care for elementary school students and summer programs for all students in the District. A fee is charged for these services. *Internal service funds* are an accounting device used to accumulate and allocate costs internally among the District's various funds and functions. The District uses an internal service fund to account for its workers' compensation benefits to district employees. Because this service predominantly benefits governmental functions, it has been included within *governmental activities* in the government-wide financial statements.

Proprietary funds statements provide the same type of information as the government-wide financial statements, only in more detail. The basic proprietary funds financial statements are referenced as Exhibits C-1 through C-3.

Fiduciary fund. The fiduciary fund is used to account for assets and activities when a governmental unit is functioning either as a trustee or a custodian for another party. The District has one fiduciary fund.

The *custodial fund* accounts for resources held for the benefit of student and staff organizations. The custodial fund is *not* reflected in the government-wide financial statements because the resources of those funds are *not* available to support the District's own programs. The accounting used for fiduciary funds is much like that used for proprietary funds.

The basic fiduciary fund financial statements are referenced as Exhibits D-1 and D-2 in this report.

Notes to the Financial Statements. The notes to the financial statements provide essential information that supplements the basic financial statements and are necessary for a full understanding of the District's financial position and results of operations. The notes provide additional detail regarding amounts reported in the financial statements, explain the methods and assumptions used in measuring and recognizing those amounts, and disclose other information required by generally accepted accounting principles that is not presented directly within the financial statements. The notes to the financial statements immediately follow the basic financial statements in this Annual Comprehensive Financial Report.

Required supplementary information. In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information that further explains and supports the information in the financial statements. The required supplementary information relates to comparison of the original adopted budget, the final amended budget, and the actual amounts for the fiscal year. This requires supplementary information for the general fund and any major special revenue funds. The District did not have any major special revenue funds; therefore, only the general fund is presented as required supplementary information. The required supplementary information also provides information on the District's cost-sharing multiple-employer pension and OPEB plans of which the District is a participant. The required supplementary information is referenced as Exhibits E-1 through F-4, and the associated notes immediately follow the exhibits in this report.

Supplementary information. The combining and individual fund statements and schedules and the compliance schedules comprise the supplementary information and are presented immediately following the required supplementary information. The supplementary information is referenced as Exhibits G-1 through J-4 in this report.

Financial Summary

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT'S NET POSITION

	Governmental Activities		Business-type Activities		Total	
	2026	2025	2026	2025	2026	2025
Current and Other Assets	$ 1,228,981,872	$ 1,556,020,545	$ 5,477,130	$ 3,655,770	$ 1,234,459,002	$ 1,559,676,315
Capital Assets, net of Accumulated Depreciation	3,148,944,236	3,049,677,816	81,490	126,085	3,149,025,726	3,049,803,901
Total Assets	**4,377,926,108**	**4,605,698,361**	**5,558,620**	**3,781,855**	**4,383,484,728**	**4,609,480,216**
Total Deferred Outflows of Resources	**201,925,043**	**222,441,349**	**-**	**-**	**201,925,043**	**222,441,349**
Other Liabilities	250,322,970	287,208,849	493,974	174,217	250,816,944	287,383,066
Long-term Liabilities Outstanding	4,234,959,462	4,585,762,946	91,707	136,200	4,235,051,169	4,585,899,146
Total Liabilities	**4,485,282,432**	**4,872,971,795**	**585,681**	**310,417**	**4,485,868,113**	**4,873,282,212**
Total Deferred Inflows of Resources	**396,684,999**	**326,983,321**	**-**	**-**	**396,684,999**	**326,983,321**
Net Position (Deficit):						
Net Investment in Capital Assets	267,580,355	232,236,987	(10,217)	(10,115)	267,570,138	232,226,872
Restricted for Grants - Education	1,053,667	954,016	-	-	1,053,667	954,016
Restricted for Grants - Nutrition	44,528,287	47,447,131	-	-	44,528,287	47,447,131
Restricted for Grants - Health	181,222	133,556	-	-	181,222	133,556
Restricted for Debt Service	125,315,397	123,899,360	-	-	125,315,397	123,899,360
Unrestricted	(740,775,208)	(776,486,456)	4,983,156	3,481,553	(735,792,052)	(773,004,903)
Total Net Position (Deficit)	**$ (302,116,280)**	**$ (371,815,406)**	**$ 4,972,939**	**$ 3,471,438**	**$ (297,143,341)**	**$ (368,343,968)**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT'S CHANGES IN NET POSITION

	Governmental Activities		Business-type Activities		Total	
	2026	2025	2026	2025	2026	2025
Revenues:						
Program Revenues:						
Charges for Services	$ 48,341,078	$ 44,558,732	$ 7,765,160	$ 7,732,993	$ 56,106,238	$ 52,291,725
Operating Grants and Contributions	248,863,038	209,719,457	-	-	248,863,038	209,719,457
General Revenues:						
Taxes:						
Property Taxes, Levied for General Purposes	454,690,747	478,177,888	-	-	454,690,747	478,177,888
Property Taxes, Levied for Debt Service	272,119,856	277,935,703	-	-	272,119,856	277,935,703
Investment Earnings	48,678,437	65,447,772	192,865	122,586	48,871,302	65,570,358
Grants and Contributions Not Restricted to Specific Programs	615,993,312	545,830,075	-	-	615,993,312	545,830,075
Miscellaneous	8,142,346	11,526,792	-	-	8,142,346	11,526,792
Total Revenues	**1,696,828,814**	**1,633,196,419**	**7,958,025**	**7,855,579**	**1,704,786,839**	**1,641,051,998**
Expenses:						
Instruction	927,262,578	852,256,838	-	-	927,262,578	852,256,838
Instructional Resources and Media Services	5,689,000	10,518,587	-	-	5,689,000	10,518,587
Curriculum and Instructional Staff Development	21,580,729	24,109,734	-	-	21,580,729	24,109,734
Instructional Leadership	13,765,415	13,808,647	-	-	13,765,415	13,808,647
School Leadership	73,876,583	84,493,739	-	-	73,876,583	84,493,739
Guidance, Counseling, and Evaluation Services	57,342,781	55,413,771	-	-	57,342,781	55,413,771
Social Work Services	826,185	839,219	-	-	826,185	839,219
Health Services	15,255,540	13,042,707	-	-	15,255,540	13,042,707
Student Transportation	62,238,855	54,620,949	-	-	62,238,855	54,620,949
Food Services	98,059,663	97,238,029	-	-	98,059,663	97,238,029
Cocurricular/Extracurricular Activities	29,526,187	43,275,458	-	-	29,526,187	43,275,458
General Administration	22,111,961	20,517,232	-	-	22,111,961	20,517,232
Plant Maintenance and Operations	107,574,535	94,062,153	-	-	107,574,535	94,062,153
Security and Monitoring Services	17,478,845	18,790,831	-	-	17,478,845	18,790,831
Data Processing Services	28,553,126	31,754,633	-	-	28,553,126	31,754,633
Community Services	12,551,254	9,950,263	-	-	12,551,254	9,950,263
Interest on Debt	109,060,536	132,377,185	-	-	109,060,536	132,377,185
Bond Issuance Costs and Fees	1,987,356	4,778,190	-	-	1,987,356	4,778,190
Facilities Repair and Maintenance	14,357,023	18,960,003	-	-	14,357,023	18,960,003
Payments to Fiscal Agents SSA	1,987,413	1,925,883	-	-	1,987,413	1,925,883
Payments to Juvenile Justice Alternative Education Programs	55,626	63,600	-	-	55,626	63,600
Other Intergovernmental Charges	5,988,497	5,745,204	-	-	5,988,497	5,745,204
Community Programs	-	-	6,456,524	5,377,471	6,456,524	5,377,471
Total Expenses	**1,627,129,688**	**1,588,542,855**	**6,456,524**	**5,377,471**	**1,633,586,212**	**1,593,920,326**
Change in Net Position	69,699,126	44,653,564	1,501,501	2,478,108	71,200,627	47,131,672
Net Position (Deficit) - Beginning	(371,815,406)	(407,466,562)	3,471,438	993,330	(368,343,968)	(406,473,232)
Change in Accounting Principle- Implement GASB 101	-	(9,002,408)	-	-	-	(9,002,408)
Net Position (Deficit) - Beginning, as Restated	-	(416,468,970)	-	-	-	(415,475,640)
Net Position (Deficit) - Ending	**$ (302,116,280)**	**$ (371,815,406)**	**$ 4,972,939**	**$ 3,471,438**	**$ (297,143,341)**	**$ (368,343,968)**

Detailed Analyses

Government-wide Financial Analysis. As noted earlier, net position may serve over time as a useful indicator of a District's financial position. In the case of the District, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by $297,143,341 at the close of the fiscal year ended June 30, 2026.

Net investment in capital assets of $267,570,138 reflects the District's investment of $3,149,025,726 in capital assets (e.g., deferred charges and gains on refundings, land, buildings and improvements, furniture and equipment, leases, subscriptions, construction in progress), less any outstanding related debt used to acquire those assets. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. The related debt (net) is adjusted for capital project funds that were expended, but not capitalized. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

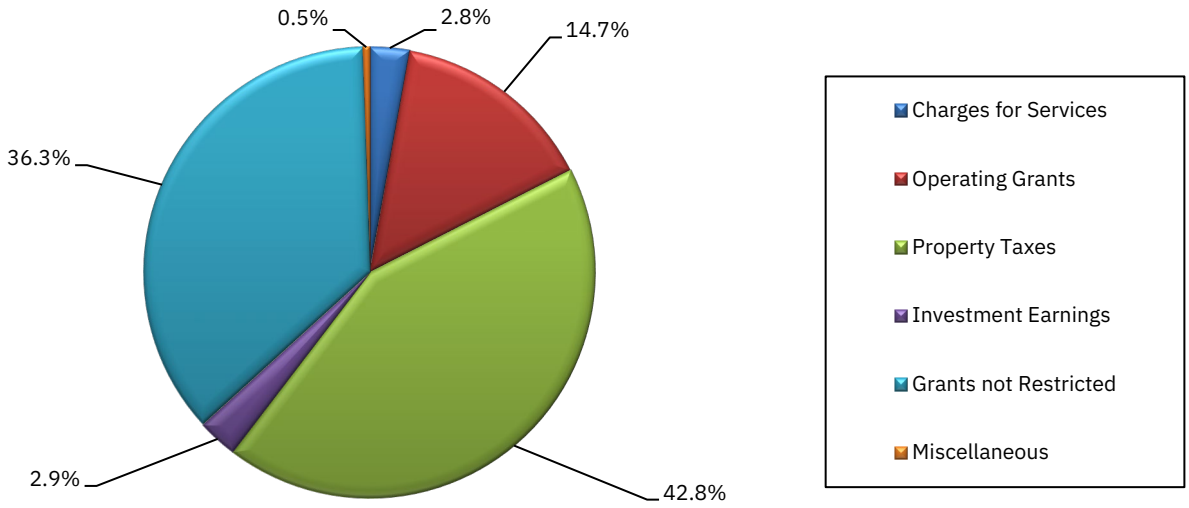
Restricted net position of $171,078,573 is an additional portion of the District's net position which represents resources that are subject to external restrictions on how they may be used.

Unrestricted net position of ($735,792,052) reflects a deficit primarily due to the implementations of GASB 68 and GASB 75 in prior fiscal years. Although the District reports a deficit, the deficit is primarily due to reporting the District's proportionate share of the net pension and OPEB liability. The total District liability for both plans is reported in the governmental activities; however, the actual liability does not require the use of current resources at the fund level. The OPEB plan creates a large timing difference since the TRS-Care plan is funded on a pay-as-you go basis. The District has made all contractually required contributions in both plans as noted in the required supplementary information and has sufficient fund balance to meet the District's ongoing obligations to students and creditors.

Governmental activities. Governmental activities increased the District's net position from operations by $69,699,126.

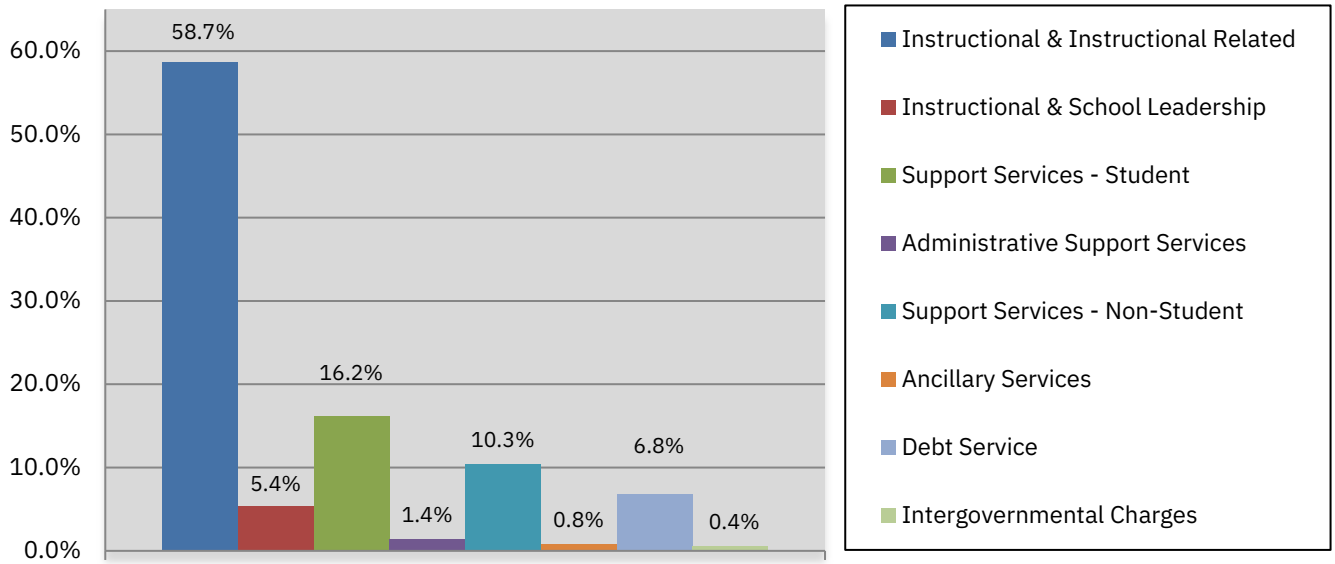
Revenues are generated primarily from two sources (see Figure A-1). Grants and contributions (program and general revenues totaling $864,856,350) represent 51.0 percent of total revenues and property taxes ($726,810,603) represent 42.8 percent of total revenues. The remaining 6.2 percent is generated from charges for services, investment earnings, and miscellaneous revenues. Grants and contributions revenues increased $109,306,818, or 14.5 percent from prior year primarily due to legislative changes increasing state funding and providing additional state revenue to offset the increase in the state homestead exemptions. Property tax revenue decreased by $29,302,988, or 3.9 percent, compared to the prior year, primarily due to the expiration of two disaster pennies available in the prior year and the impact of the increased state homestead exemptions.

A-1 Revenues by Source. Governmental Activities for the Fiscal Year Ended June 30, 2026



The District's expenses by major function are shown below (see Figure A-2). The primary functional expense of the District is instruction ($927,262,578), which represents 57.0 percent of total expenses. Other significant components of the District's expenses included interest on debt of $109,060,536, plant maintenance and operations of $107,574,535, and food service of $98,059,663. These amounts represented 6.7 percent, 6.6 percent, and 6.0 percent of total expenses, respectively. The remaining individual functional categories of expenses are each 4.5 percent or less of total expenses. Total expenses increased during fiscal year 2026 primarily as a result of inflationary pressures affecting the cost of goods and services, higher compensation and benefit costs, and increased transportation costs due to the reinstatement of bus routes within two miles of campus.

Figure A-2 Expenses by Major Function. Governmental Activities for the Fiscal Year Ended June 30, 2026



Business-type Activities. Business-type activities increased net position by $1,501,501 during fiscal year 2026. Operating revenues from charges for services totaled $7,765,160 and exceeded operating expenses by $1,311,393, demonstrating that the District's enterprise operations continued to generate sufficient revenues to support ongoing operations and maintain positive cash flows. Payroll and related costs remained the largest component of operating expenses, totaling $5,586,125, or approximately 86.6 percent of total operating expenses. Although business-type activities continued to strengthen the District's financial position during the year, the increase in net position was lower than the prior year as inflation and higher staffing costs contributed to increased operating expenses.

Financial Analysis of the Government's Funds. As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a District's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of $986,050,922, a decrease of $296,624,300 in comparison with the prior year. Of the combined ending fund balances, $381,668,489 constitutes unassigned fund balances. The remaining $604,382,433 is reserved to indicate that it is not available for spending because it has been identified as nonspendable, restricted, committed, or assigned for other purposes.

The general fund is the chief operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was $381,668,489, while total fund balance reached $520,175,588. As a measure of the general fund's liquidity, it may be useful to compare unassigned fund balance and total fund balance to total fund expenditures. Unassigned fund balance represents 31.1 percent of total general fund expenditures, while total fund balance represents 42.3 percent of that same amount.

Ending general fund balances decreased from the prior year due primarily to lower state funding associated with enrollment decline of 3,230 students, and continued expenditure growth resulting from inflationary pressures, employee compensation adjustments, and increased transportation costs due to the reinstatement of bus routes within two miles of campus. Overall, the general fund's performance resulted in expenditures over revenues during the fiscal year ended June 30, 2026 of $29,406,567.

The debt service fund has a total fund balance of $166,607,273, all of which is restricted for the payment of debt service. The District makes semi-annual debt service payments in February and August of each year. Debt service payments on bonded indebtedness, including bond fees, for the year ended June 30, 2026 were $348,079,473. The net decrease in fund balance of $3,381,029 relates to an increase in debt services payments for the fiscal year.

The capital projects fund has a total fund balance of $239,733,150, all of which is restricted for authorized construction, equipment of schools, buses, and technology projects. The net decrease in fund balance during the current year of $261,888,073 was primarily due to bond project expenditures without corresponding proceeds from new bond issuances, as the 2019 bond authorization has been fully issued.

Proprietary funds. The District's proprietary fund financial statements reflect the District's internal service fund for workers' compensation and the District's enterprise fund for community programs. Net position in workers' compensation increased marginally due to a decrease in claims. The net change in assets of the internal service fund is eliminated and allocated to the governmental expenses in the government-wide financial statements. The increase in net position for the enterprise fund was $976,607 lower than the prior year due to inflation and higher staffing costs contributed to increased operating expenses.

Significant Capital Asset and Long-Term Financing Activity

Capital assets. The District's investment in capital assets for its governmental type activities as of June 30, 2026, amounts to $3,148,944,236 (net of accumulated depreciation and amortization). This investment in capital assets includes land, buildings and improvements, furniture and equipment, leases, subscriptions, and construction in progress. The total increase in the District's investment in capital assets for the current fiscal year was 3.3 percent. Major capital asset events during the current fiscal year are the result of extensive renovations and additions to existing facilities totaling $276,930,186.

Construction commitments. The District has several active construction projects as of June 30, 2026. The projects include the renovation and equipment of school facilities. At year end, the District's remaining commitments with contractors totaled $75,456,862 for all ongoing projects.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT'S CAPITAL ASSETS
(Net of Depreciation and Amortization)

	Governmental Activities	
	2026	**2025**
Land	$ 146,740,831	$ 157,605,565
Buildings and Improvements	2,717,546,544	2,504,574,738
Furniture and Equipment	93,805,240	103,411,619
Right-to-Use Subscriptions	8,486,483	11,757,053
Right-to-Use Leased Buildings	1,258,889	614,434
Right-to-Use Leased Equipment	1,864,347	2,134,312
Construction in Progress	179,241,902	269,580,095
Totals	**$ 3,148,944,236**	**$ 3,049,677,816**

Additional information on the District's capital assets can be found in Note III, item C of the notes to the financial statements.

Long-term financing. At the end of the current fiscal year, the District had total long-term liabilities outstanding of $4,234,959,462 within governmental activities. Of this amount, $3,551,560,440 comprises debt backed by the full faith and credit of the District, as further guaranteed by the Texas Permanent School Fund Guarantee Program, $3,236,319 is a liability for leases, $774,502 is a liability for financed purchases, and $6,724,306 is a liability for subscriptions. Collectively, these financing obligations total $3,562,295,567 representing approximately 84.1 percent of the District's total long-term liabilities outstanding.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT'S LONG-TERM FINANCING

	Governmental Activities	
	2026	2025
Bonds Payable	$ 3,551,560,440	$ 3,815,360,353
Leases Payable	3,236,319	2,853,603
Financed Purchases	774,502	238,143
Subscriptions Payable	6,724,306	10,271,757
Totals	**$ 3,562,295,567**	**$ 3,828,723,856**

The District's net bonded debt decreased by $263,799,913 (6.9 percent) during the current fiscal year. This reduction was primarily driven by refunding transactions undertaken to achieve debt service savings and the routine payment of outstanding principal.

The District's bonds are sold with an "AAA" rating and are guaranteed through the Texas Permanent School Fund Bond Guarantee Program. The underlying rating of the bonds from S&P Global Ratings is "AA" and from Moody's Investors Service is "Aa1" for outstanding general obligation debt. These ratings are unchanged from the prior year.

Additional information on the District's long-term liabilities can be found in Note III, item E.

Currently Known Facts, Decisions, or Conditions

Economic Factors and Next Year's Budgets and Tax Rates. In developing the fiscal year 2026-27 budget, the District focused on maintaining high-quality instructional programs and support services, enhancing safety and security, attracting and retaining qualified staff, and preserving long-term financial stability. The budget was based on a conservative enrollment projection of 112,316 students, representing a decline of 2,381 students from fiscal year 2026, which is expected to continue to impact enrollment-driven funding. The Board of Trustees adopted an $80.9 million deficit budget for 2026-27, prior to utilizing fund balance accumulated in prior years, which includes a one-time $500 recruitment and retention stipend for full-time employees, reduced teacher allocations attributable to declining enrollment, and other expenditure reductions.

The District proposed a tax rate increase of nine pennies for a total tax rate of $1.1569 per $100 of assessed valuation for the 2026-27 fiscal year. The proposed rate included a maintenance and operations tax rate of $0.7869 and an interest and sinking tax rate of $0.37. Because the proposed tax rate exceeded the maximum rate allowable without voter approval, the Board ordered a Voter-Approval Tax Rate Election (VATRE) on November 3, 2026. The VATRE proposition was not approved by voters; therefore, the District adopted a maintenance and operations tax rate of $0.6669 and an interest and sinking tax rate of $0.37 for a total tax rate of $1.0369. The 2026-27 budget that was adopted in June 2026 was based on a maintenance and operations tax rate of $0.6669 and not the voter approval tax rate of $0.7869. The District will continue to evaluate expenditure priorities and long-term financial strategies in response to ongoing budgetary pressures.

Despite challenges, the state of the District is strong because of the dedicated leadership provided by its Board of Trustees, committed staff members, students who take pride in their education, and community members who promote high standards and show tremendous support for the District. The District continues to be recognized for operating efficiently to maximize benefits that flow to students.

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BASIC FINANCIAL STATEMENTS

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit A-1**

STATEMENT OF NET POSITION

JUNE 30, 2026

Data Control Codes		Primary Government		
		Governmental Activities	Business-type Activities	Total
	ASSETS			
1110	Cash and Cash Equivalents	$ 16,339,293	$ 7,102	$ 16,346,395
1120	Investments	985,751,695	5,314,929	991,066,624
1225	Property Taxes Receivable (Net of allowance for uncollectibles)	34,390,957	-	34,390,957
1240	Due from Other Governments	172,550,913	-	172,550,913
1250	Accrued Interest	526,891	-	526,891
1260	Internal Balances	(155,099)	155,099	-
1290	Other Receivables	983,494	-	983,494
1293	Lease Receivable	7,075,421	-	7,075,421
1300	Inventories, at Cost	11,518,307	-	11,518,307
	Capital Assets, Not Being Depreciated or Amortized:			
1510	Land	146,740,831	-	146,740,831
1580	Construction in Progress	179,241,902	-	179,241,902
	Capital Assets, Net of Accumulated Depreciation and Amortization:			
1520	Buildings and Improvements	2,717,546,544	-	2,717,546,544
1530	Furniture and Equipment	93,805,240	-	93,805,240
1553	Right-to-Use Subscriptions	8,486,483	81,490	8,567,973
1551	Right-to-Use Leased Buildings	1,258,889	-	1,258,889
1559	Right-to-Use Leased Equipment	1,864,347	-	1,864,347
1000	Total Assets	4,377,926,108	5,558,620	4,383,484,728
	DEFERRED OUTFLOWS OF RESOURCES			
1705	Deferred Outflows - Pension	108,256,128	-	108,256,128
1706	Deferred Outflows - OPEB	93,668,915	-	93,668,915
1700	Total Deferred Outflows of Resources	201,925,043	-	201,925,043
	LIABILITIES			
2110	Accounts Payable	48,985,368	-	48,985,368
2140	Accrued Interest Payable	52,973,234	-	52,973,234
2160	Accrued Wages Payable	145,750,841	192,037	145,942,878
2180	Due to Other Governments	1,851,408	-	1,851,408
2300	Unearned Revenue	762,119	301,937	1,064,056
	Noncurrent Liabilities:			
2501	Due within one year	201,852,907	45,394	201,898,301
2502	Due in more than one year	3,414,469,798	46,313	3,414,516,111
2540	Net Pension Liability	410,000,417	-	410,000,417
2545	Net OPEB Liability	208,636,340	-	208,636,340
2000	Total Liabilities	4,485,282,432	585,681	4,485,868,113
	DEFERRED INFLOWS OF RESOURCES			
2604	Deferred Inflows - Leases	6,410,976	-	6,410,976
2605	Deferred Inflows - Pension	48,387,550	-	48,387,550
2606	Deferred Inflows - OPEB	243,865,216	-	243,865,216
2610	Deferred Gain on Refunding	98,021,257	-	98,021,257
2600	Total Deferred Inflows of Resources	396,684,999	-	396,684,999
	NET POSITION (DEFICIT)			
3200	Net Investment in Capital Assets	267,580,355	(10,217)	267,570,138
3820	Restricted for Grants - Education	1,053,667	-	1,053,667
3821	Restricted for Grants - Nutrition	44,528,287	-	44,528,287
3822	Restricted for Grants - Health	181,222	-	181,222
3850	Restricted for Debt Service	125,315,397	-	125,315,397
3900	Unrestricted	(740,775,208)	4,983,156	(735,792,052)
3000	**Total Net Position (Deficit)**	**$ (302,116,280)**	**$ 4,972,939**	**$ (297,143,341)**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit A-2**

STATEMENT OF ACTIVITIES

FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes	Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities	Net (Expense) Revenue and Changes in Net Position: Business-type Activities	Net (Expense) Revenue and Changes in Net Position: Total
	Primary Government:						
	Governmental Activities:						
0011	Instruction	$ 927,262,578	$ 26,865,901	$ 74,093,123	$ (826,303,554)	$ -	$ (826,303,554)
0012	Instructional Resources and Media Services	5,689,000	-	363,404	(5,325,596)	-	(5,325,596)
0013	Curriculum and Instructional Staff Development	21,580,729	-	1,517,978	(20,062,751)	-	(20,062,751)
0021	Instructional Leadership	13,765,415	-	996,747	(12,768,668)	-	(12,768,668)
0023	School Leadership	73,876,583	-	4,830,888	(69,045,695)	-	(69,045,695)
0031	Guidance, Counseling, and Evaluation Services	57,342,781	-	4,169,867	(53,172,914)	-	(53,172,914)
0032	Social Work Services	826,185	-	56,729	(769,456)	-	(769,456)
0033	Health Services	15,255,540	-	982,913	(14,272,627)	-	(14,272,627)
0034	Student Transportation	62,238,855	-	4,181,439	(58,057,416)	-	(58,057,416)
0035	Food Services	98,059,663	14,023,696	75,093,119	(8,942,848)	-	(8,942,848)
0036	Cocurricular/Extracurricular Activities	29,526,187	2,924,796	2,744,861	(23,856,530)	-	(23,856,530)
0041	General Administration	22,111,961	-	1,419,254	(20,692,707)	-	(20,692,707)
0051	Plant Maintenance and Operations	107,574,535	4,526,685	6,901,660	(96,146,190)	-	(96,146,190)
0052	Security and Monitoring Services	17,478,845	-	1,177,222	(16,301,623)	-	(16,301,623)
0053	Data Processing Services	28,553,126	-	2,100,131	(26,452,995)	-	(26,452,995)
0061	Community Services	12,551,254	-	1,230,229	(11,321,025)	-	(11,321,025)
0072	Interest on Debt	109,060,536	-	67,003,474	(42,057,062)	-	(42,057,062)
0073	Bond Issuance Costs and Fees	1,987,356	-	-	(1,987,356)	-	(1,987,356)
0081	Facilities Repair and Maintenance	14,357,023	-	-	(14,357,023)	-	(14,357,023)
0093	Payments to Fiscal Agents SSA	1,987,413	-	-	(1,987,413)	-	(1,987,413)
0095	Payments to Juvenile Justice Alternative Education Programs	55,626	-	-	(55,626)	-	(55,626)
0099	Other Intergovernmental Charges	5,988,497	-	-	(5,988,497)	-	(5,988,497)
TG	Total Governmental Activities	1,627,129,688	48,341,078	248,863,038	(1,329,925,572)	-	(1,329,925,572)
0001	Business-type Activities:						
	Community Programs	6,456,524	7,765,160	-	-	1,308,636	1,308,636
TP	**Total Primary Government**	**$ 1,633,586,212**	**$ 56,106,238**	**$ 248,863,038**	(1,329,925,572)	1,308,636	(1,328,616,936)
	General Revenues:						
MT	Property Taxes, Levied for General Purposes				454,690,747	-	454,690,747
DT	Property Taxes, Levied for Debt Service				272,119,856	-	272,119,856
IE	Investment Earnings				48,678,437	192,865	48,871,302
GC	Grants and Contributions Not Restricted to Specific Programs				615,993,312	-	615,993,312
MI	Miscellaneous				8,142,346	-	8,142,346
TR	Total General Revenues				1,399,624,698	192,865	1,399,817,563
CN	Change in Net Position				69,699,126	1,501,501	71,200,627
NB	Net Position (Deficit) - Beginning				(371,815,406)	3,471,438	(368,343,968)
NE	**Net Position (Deficit) - Ending**				**$ (302,116,280)**	**$ 4,972,939**	**$ (297,143,341)**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2026

Data Control Codes		General	Debt Service
	ASSETS		
1110	Cash and Cash Equivalents	$ 16,084,732	$ -
1120	Investments	523,728,636	138,493,446
1225	Property Taxes Receivable (net of allowance for uncollectibles)	22,755,829	11,635,128
1240	Due from Other Governments	126,222,483	27,254,185
1250	Accrued Interest	526,891	-
1260	Due from Other Funds	12,608,287	905,872
1290	Other Receivables	963,455	-
1293	Lease Receivable	7,075,421	-
1300	Inventories, at Cost	4,543,107	-
1000	**Total Assets**	**$ 714,508,841**	**$ 178,288,631**
	LIABILITIES		
2110	Accounts Payable	$ 24,353,387	$ -
2160	Accrued Wages Payable	136,126,040	-
2170	Due to Other Funds	2,716,343	-
2180	Due to Other Governments	1,851,408	-
2300	Unearned Revenues	-	-
2000	Total Liabilities	165,047,178	-
	DEFERRED INFLOWS OF RESOURCES		
2600	Unavailable Revenue - Property Taxes	22,875,099	11,681,358
2604	Deferred Inflows - Leases	6,410,976	-
	Total Deferred Inflows of Resources	29,286,075	11,681,358
	FUND BALANCES		
	Nonspendable:		
3410	Inventory	4,543,107	-
	Restricted For:		
3480	Debt Service	-	166,607,273
3450	Grants - Education	-	-
3451	Grants - Nutrition	-	-
3452	Grants - Health	-	-
3470	Construction Projects	-	-
	Committed To:		
3545	Campus Activities	-	-
3546	Self-Funded Workers' Compensation	3,942,213	-
3546	Self-Funded Unemployment Benefits	274,838	-
3546	Self-Funded Insurance Plans	1,054,477	-
	Assigned To:		
3590	Purchases on Order	6,040,324	-
3590	Future Appropriations over Estimated Revenues	80,897,650	-
3590	Other Purposes	41,754,490	-
3600	Unassigned:	381,668,489	-
3000	Total Fund Balances	520,175,588	166,607,273
4000	**Total Liabilities, Deferred Inflows of Resources, and Fund Balances**	**$ 714,508,841**	**$ 178,288,631**

The accompanying notes to the basic financial statements are an integral part of this statement.

Capital Projects	Nonmajor Other Governmental	Total Governmental Funds
$ -	$ -	$ 16,084,732
264,748,992	54,421,401	981,392,475
-	-	34,390,957
-	19,074,245	172,550,913
-	-	526,891
-	1,766,890	15,281,049
-	20,039	983,494
-	-	7,075,421
-	6,975,200	11,518,307
$ 264,748,992	**$ 82,257,775**	**$ 1,239,804,239**
$ 23,121,346	$ 1,510,635	$ 48,985,368
-	9,624,801	145,750,841
1,894,496	10,825,309	15,436,148
-	-	1,851,408
-	762,119	762,119
25,015,842	22,722,864	212,785,884
-	-	34,556,457
-	-	6,410,976
-	-	40,967,433
-	-	4,543,107
-	-	166,607,273
-	1,053,667	1,053,667
-	44,528,287	44,528,287
-	181,222	181,222
239,733,150	-	239,733,150
-	13,771,735	13,771,735
-	-	3,942,213
-	-	274,838
-	-	1,054,477
-	-	6,040,324
-	-	80,897,650
-	-	41,754,490
-	-	381,668,489
239,733,150	59,534,911	986,050,922
$ 264,748,992	**$ 82,257,775**	**$ 1,239,804,239**

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CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit B-1R**

RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION

JUNE 30, 2026

Total Fund Balances - Governmental Funds (Exhibit B-1)		$	986,050,922
Amounts reported for governmental activities in the statement of net position are different because:			
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The governmental capital assets at year-end consist of:			
Governmental Capital Assets Costs	$ 5,082,466,979		
Accumulated Depreciation and Amortization of Governmental Capital Assets	(1,933,522,743)		3,148,944,236
Property taxes receivable, which will be collected subsequent to year-end, but are not available soon enough to pay expenditures and, therefore, are deferred in the funds.			34,556,457
Long-term liabilities, including bonds payable, rebatable arbitrage, compensated absences, leases, financed purchases, subscriptions, and net pension and OPEB liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Liabilities and deferred gains at year end related to such items consist of:			
Bonds Payable, at Original Par	$ (3,264,440,000)		
Premiums, net of discounts, on Bonds Payable	(287,120,440)		
Deferred Gain on Refunding	(98,021,257)		
Accrued Interest on Bonds	(52,973,234)		
Rebatable Arbitrage	(24,842,722)		
Compensated Absences	(26,095,140)		
Leases Payable	(3,236,319)		
Financed Purchases	(774,502)		
Subscriptions Payable	(6,724,306)		
Net Pension Liability	(410,000,417)		
Net OPEB Liability	(208,636,340)		(4,382,864,677)
Deferred outflows of resources for pension represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditures) until that time.			108,256,128
Deferred inflows of resources for pension represents an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.			(48,387,550)
Deferred outflows of resources for OPEB represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditures) until that time.			93,668,915
Deferred inflows of resources for OPEB represents an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.			(243,865,216)
The internal service fund is used by the District to charge the costs of workers' compensation to the individual funds. The assets and liabilities of the internal service fund are included with governmental activities.			
Workers' Compensation Fund			1,524,505
Total Net Position (Deficit) - Governmental Activities (Exhibit A-1)		**$**	**(302,116,280)**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		General	Debt Service
	REVENUES		
5700	Local, Intermediate, and Out-of-State	$ 499,127,871	$ 275,847,806
5800	State Programs	682,902,751	66,918,122
5900	Federal Programs	10,598,534	85,352
5020	Total Revenues	1,192,629,156	342,851,280
	EXPENDITURES		
	Current:		
0011	Instruction	803,506,039	-
0012	Instructional Resources and Media Services	5,147,255	-
0013	Curriculum and Instructional Staff Development	9,486,583	-
0021	Instructional Leadership	11,693,440	-
0023	School Leadership	69,010,241	-
0031	Guidance, Counseling, and Evaluation Services	43,147,376	-
0032	Social Work Services	721,377	-
0033	Health Services	13,436,598	-
0034	Student Transportation	59,095,739	-
0035	Food Services	-	-
0036	Cocurricular/Extracurricular Activities	25,622,050	-
0041	General Administration	20,547,515	-
0051	Plant Maintenance and Operations	98,848,298	-
0052	Security and Monitoring Services	16,633,011	-
0053	Data Processing Services	24,079,337	-
0061	Community Services	10,229,056	-
	Debt Service:		
0071	Principal on Long-term Debt	8,635,357	200,225,000
0072	Interest on Debt	176,057	145,973,045
0073	Bond Issuance Costs and Fees	105,928	1,881,428
	Capital Outlay:		
0081	Facilities Acquisition and Construction	448,546	-
	Intergovernmental:		
0093	Payments to Fiscal Agents SSA	1,987,413	-
0095	Payments to Juvenile Justice Alternative Education Programs	55,626	-
0099	Other Intergovernmental Charges	5,988,497	-
6030	Total Expenditures	1,228,601,339	348,079,473
1100	Deficiency of Revenues Under Expenditures	(35,972,183)	(5,228,193)
	OTHER FINANCING SOURCES (USES)		
7912	Sale of Real and Personal Property	558,635	-
7913	Leases and Subscriptions	6,006,981	-
7916	Premium from Issuance of Bonds	-	26,532,183
7901	Issuance of Refunding Bonds	-	290,900,000
8940	Payment to Refunded Bonds Escrow Agent	-	(315,585,019)
7080	Total Other Financing Sources (Uses)	6,565,616	1,847,164
1200	Net Change in Fund Balances	(29,406,567)	(3,381,029)
0100	Fund Balances - Beginning	549,582,155	169,988,302
3000	**Fund Balances - Ending**	**$ 520,175,588**	**$ 166,607,273**

The accompanying notes to the basic financial statements are an integral part of this statement.

Capital Projects	Nonmajor Other Governmental	Total Governmental Funds
$ 16,923,957	$ 33,511,232	$ 825,410,866
-	17,780,678	767,601,551
-	142,376,721	153,060,607
16,923,957	193,668,631	1,746,073,024
3,475,391	69,883,653	876,865,083
-	142,561	5,289,816
-	12,609,622	22,096,205
-	2,815,525	14,508,965
-	1,309,737	70,319,978
-	17,550,558	60,697,934
-	104,382	825,759
-	870,996	14,307,594
1,710,645	60,000	60,866,384
-	87,271,942	87,271,942
-	3,643	25,625,693
83,822	27,783	20,659,120
3,036,298	893,547	102,778,143
301,752	201,263	17,136,026
6,490,855	-	30,570,192
-	1,269,391	11,498,447
-	-	208,860,357
-	-	146,149,102
-	-	1,987,356
276,822,780	631,404	277,902,730
-	-	1,987,413
-	-	55,626
-	-	5,988,497
291,921,543	195,646,007	2,064,248,362
(274,997,586)	(1,977,376)	(318,175,338)
13,109,513	28,745	13,696,893
-	-	6,006,981
-	-	26,532,183
-	-	290,900,000
-	-	(315,585,019)
13,109,513	28,745	21,551,038
(261,888,073)	(1,948,631)	(296,624,300)
501,621,223	61,483,542	1,282,675,222
$ 239,733,150	**$ 59,534,911**	**$ 986,050,922**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Exhibit B-2R

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Total Net Change in Fund Balances - Governmental Funds (Exhibit B-2)		$ (296,624,300)
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense.		
Capital Assets increased	$ 276,930,186	
Depreciation and Amortization Expense	(166,799,032)	110,131,154
The net effect of miscellaneous transactions involving capital assets (transfers, adjustments and dispositions) is a decrease to net position.		(10,864,734)
Because some property taxes will not be collected for several months after the District's fiscal year ends, they are not considered "available" revenues and are deferred in the governmental funds. Deferred tax revenues increased by this amount this year.		3,690,008
Issuance of long-term debt provides current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position.		
Bonds Payable/Par Value	$ (290,900,000)	
Bonds Payable Premium	(26,532,183)	
Subscriptions Issued	(6,006,981)	(323,439,164)
Payment to the escrow agent to refund bonds from refunding proceeds reduces long-term liabilities.		315,585,019
Repayment of principal on long-term debt, leases, financed purchases, and subscriptions payable is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.		
Bond Principal	$ 200,225,000	
Leases, Financed Purchases, and Subscriptions	8,635,357	208,860,357
Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the statement of activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. The decrease in interest reported in the statement of activities consists of the following:		
Accrued Interest on Bonds Payable decreased	$ 3,363,249	
Amortization of Bond Premium	20,842,684	
Amortization of Deferred Gain on Refunding	15,091,152	
Rebatable Arbitrage	(2,208,519)	37,088,566
The net increase in compensated absences is reported in the statement of activities but does not require the use of current financial resources and, therefore, is not reported as expenditures in the governmental funds.		(2,453,587)
The net change in net pension liability, deferred outflows, and deferred inflows is reported in the statement of activities, but does not require the use of current financial resources and, therefore, is not reported as expenditures in the governmental funds. The net change consists of the following:		
Deferred Outflows increased	$ 13,420,363	
Deferred Inflows increased	(35,661,996)	
Net Pension Liability decreased	21,533,849	(707,784)
The net change in net OPEB liability, deferred outflows, and deferred inflows is reported in the statement of activities, but does not require the use of current financial resources and, therefore, is not reported as expenditures in the governmental funds. The net change consists of the following:		
Deferred Outflows decreased	$ (28,275,935)	
Deferred Inflows increased	(10,617,066)	
Net OPEB Liability decreased	66,609,763	27,716,762
An internal service fund is used by the District to charge the costs of workers' compensation to the individual funds. The change in net position of the following internal service fund is reported in the government-wide statements:		
Workers' Compensation Fund		716,829
Change in Net Position for Governmental Activities (Exhibit A-2)		**$ 69,699,126**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit C-1**

STATEMENT OF NET POSITION
PROPRIETARY FUNDS
JUNE 30, 2026

Data Control Codes		Business-type Activities Enterprise Fund Community Programs	Governmental Activities Internal Service Fund Workers' Compensation
	ASSETS		
	Current Assets:		
1110	Cash and Cash Equivalents	$ 7,102	$ 254,561
1120	Investments	5,314,929	4,359,220
1260	Due from Other Funds	209,641	-
	Total Current Assets	5,531,672	4,613,781
	Capital Assets, Net of Accumulated Amortization:		
1553	Right-to-Use-Subscriptions	81,490	-
	Total Capital Assets, Net of Accumulated Amortization	81,490	-
1000	Total Assets	5,613,162	4,613,781
	LIABILITIES		
	Current Liabilities:		
2123	Claims Payable - Due within one year	-	2,295,474
2131	Subscriptions Payable - Due within one year	45,394	-
2160	Accrued Wages Payable	192,037	-
2170	Due to Other Funds	54,542	-
2300	Unearned Revenues	301,937	-
	Total Current Liabilities	593,910	2,295,474
	Noncurrent Liabilities:		
2130	Subscriptions Payable - Due in more than one year	46,313	-
2590	Claims Payable - Due in more than one year	-	793,802
	Total Noncurrent Liabilities	46,313	793,802
2000	Total Liabilities	640,223	3,089,276
	NET POSITION		
3200	Net Investment in Capital Assets (Deficit)	(10,217)	-
3900	Unrestricted	4,983,156	1,524,505
3000	**Total Net Position**	**$ 4,972,939**	**$ 1,524,505**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit C-2**

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
PROPRIETARY FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		Business-type Activities Enterprise Fund Community Programs	Governmental Activities Internal Service Fund Workers' Compensation
	OPERATING REVENUES		
5700	Charges for Services	$ 7,765,160	$ -
5700	Contributions from Employer	-	2,442,493
5020	Total Operating Revenues	7,765,160	2,442,493
	OPERATING EXPENSES		
6100	Payroll Costs	5,586,125	73,275
6200	Purchased and Contracted Services	378,202	-
6300	Supplies and Materials	92,811	-
6400	Other Operating Expenses	352,034	1,814,510
6449	Amortization Expense	44,595	-
6030	Total Operating Expenses	6,453,767	1,887,785
1200	Operating Income	1,311,393	554,708
	OTHER NONOPERATING REVENUES (EXPENSES)		
7000	Investment Earnings	192,865	162,121
6500	Interest Expense	(2,757)	-
7950	Total Other Nonoperating Revenues (Expenses)	190,108	162,121
1300	Change in Net Position	1,501,501	716,829
0100	Net Position - Beginning	3,471,438	807,676
3000	**Net Position - Ending**	**$ 4,972,939**	**$ 1,524,505**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit C-3**

STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

	Business-type Activities	Governmental Activities
	Enterprise Fund Community Programs	Internal Service Fund Workers' Compensation
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash Received from Services Provided	$ 7,890,064	$ 2,442,493
Cash Payments for Claims	-	(2,708,199)
Cash Payments for Goods and Services	(823,523)	-
Cash Payments for Employees	(5,567,829)	(73,275)
Net Cash Provided (Used) for Operating Activities	1,498,712	(338,981)
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Principal Payments for Subscription Liabilities	(44,493)	-
Interest Payments for Subscription Liabilities	(2,757)	-
Net Cash Used for Capital and Related Financing Activities	(47,250)	-
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest and Dividends Received on Investments	192,865	162,121
Sale (Purchase) of Investments	(1,658,487)	(104,955)
Net Cash Provided (Used) by Investing Activities	(1,465,622)	57,166
Net Decrease in Cash and Cash Equivalents	(14,160)	(281,815)
Cash and Cash Equivalents at Beginning of Year	21,262	536,376
Cash and Cash Equivalents at End of Year	$ **7,102**	$ **254,561**
RECONCILIATION OF OPERATING INCOME TO NET CASH PROVIDED (USED) FOR OPERATING ACTIVITIES:		
Operating Income	$ 1,311,393	$ 554,708
Amortization Expense	44,595	-
Change in Assets and Liabilities:		
Decrease in Accounts Payable/Claims Payable	(476)	(893,689)
Increase in Accrued Wages Payable	18,296	-
Increase in Due from Other Funds	(209,641)	-
Increase in Due to Other Funds	32,608	-
Increase in Unearned Revenue	301,937	-
Net Cash Provided (Used) for Operating Activities	$ **1,498,712**	$ **(338,981)**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit D-1**

STATEMENT OF NET POSITION
FIDUCIARY FUND
JUNE 30, 2026

Data Control Codes		Custodial Fund
	ASSETS	
1110	Cash and Cash Equivalents	$ 47,975
1120	Investments	6,482,354
1290	Other Receivables	5,532
1000	**Total Assets**	**6,535,861**
	LIABILITIES	
2110	Accounts Payable	551,959
2000	**Total Liabilities**	**551,959**
	NET POSITION	
3800	Restricted for Student Clubs and Organizations	5,534,193
3800	Restricted for Staff Groups	449,709
	Total Net Position	**$ 5,983,902**

The accompanying notes to the basic financial statements are an integral part of this statement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit D-2**

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		Custodial Fund
	ADDITIONS	
	Dues and Contributions:	
5700	Student Clubs and Organizations	$ 6,031,328
5700	Staff Groups	490,106
5020	Total Dues and Contributions	6,521,434
	Investment Earnings:	
7000	Interest	269,671
7950	Total Investment Earnings	269,671
	Total Additions	6,791,105
	DEDUCTIONS	
6400	Miscellaneous Operating Expenses	6,572,564
	Total Deductions	6,572,564
	Net Increase in Fiduciary Net Position	218,541
NB	Net Position - Beginning	5,765,361
NE	**Net Position - Ending**	**$ 5,983,902**

The accompanying notes to the basic financial statements are an integral part of this statement.

I. Summary of Significant Accounting Policies

A. Reporting Entity

The Cypress-Fairbanks Independent School District (the District) is governed by a seven-member Board of Trustees (Board), which has governance responsibilities over all activities related to public elementary and secondary education within the District. Because members of the Board are elected by the public; have authority to make decisions; appoint management and significantly influence operations; and have primary accountability for fiscal matters; the District is not included in any other governmental reporting entity. The accompanying financial statements present the operations of the District. There are no component units, entities for which the District is considered to be financially accountable, included within the reporting entity.

The District receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities.

B. Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. As a general rule, the effect of interfund activity has been removed from these statements. Direct expenses are not eliminated from the various functional categories. Interfund services that are provided and used are not eliminated in the process of consolidation. *Governmental activities,* which normally are supported by taxes and intergovernmental revenues, are reported separately from *business-type activities*, which rely to a significant extent on fees and charges for support.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. Depreciation expense, amortization expense, and workers' compensation claims have been allocated to all applicable functions in order to present the expenses of the District more accurately in the statement of activities. *Program revenues* include 1) charges to students or users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Where applicable, certain indirect costs are included in program expenses reported for individual functions and activities. Taxes and other items not properly included among program revenues are reported instead as *general revenues.*

Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The accounting policies of the District comply with the rules prescribed in the Texas Education Agency's (TEA) *Financial Accountability System Resource Guide*. These accounting policies conform to generally accepted accounting principles (GAAP) applicable to state and local governments.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting,* as are the proprietary funds and fiduciary funds financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The fiduciary fund financial statements reflect the District's custodial fund. Because the District acts as custodian for this fund, it is not included in the government-wide financial statements and income cannot be used for the District's operations.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting.* Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers property tax revenues and all other revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to pension liability, OPEB liability, compensated absences, leases, financed purchases, subscriptions, and claims and judgments, are recorded only when payment is due.

Grant and similar revenues, revenues received from the State of Texas, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the District.

The District's accounting system is organized and operated on the basis of funds, each of which is a separate accounting entity with a self-balancing set of accounts. The District's resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The District reports the following major governmental funds:

The *general fund* is the District's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund. Major revenue sources include local property taxes and state funding under the Foundation School Program. Expenditures include all costs associated with the daily operations of the schools except for programs funded by certain local, state and federal sources, school construction and debt service.

The *debt service fund* accounts for the resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds. The primary revenue source is local property taxes levied specifically for debt service.

The *capital projects fund* is used to account for proceeds from sales of bonds and other revenues to be used for acquiring school sites; constructing, renovating and equipping District facilities; purchasing buses; and technology projects and enhancements.

The District reports the following nonmajor governmental funds:

The *special revenue funds* account for the District's National School Breakfast and Lunch Program, Campus Activity Funds and all federal, state and locally funded grants. These grants are awarded to the District for the purpose of accomplishing specific educational tasks as defined in the grant awards.

The District reports the following proprietary fund types:

The *internal service fund* accounts for the District's workers' compensation plan, which is supported principally by District contributions.

The *enterprise fund* accounts for the District's operation of a before and after school care program and summer programs (Community Programs). This fund is supported principally by revenues generated through program fees.

The District reports the following fiduciary fund type:

The *custodial fund* is used to account for assets held by the District as custodian for student clubs and organizations and staff groups. The funds being custodial in nature are not used for the District's operations.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Interfund services that are provided and used are not eliminated in the process of consolidation.

Amounts reported as *program revenues* include 1) charges to students or users for goods, services, or privileges provided and 2) operating grants and contributions. Internally dedicated resources are reported as *general revenues* rather than as program revenues. Likewise, general revenues include all taxes, investment income, and grants and contributions not restricted to specific programs.

Proprietary funds distinguish *operating* revenues and expenses from *noncapital subsidies*, and other *nonoperating* revenues and expenses. Nonoperating revenues and expenses are any (1) contributions to permanent and term endowments; (2) finance related revenues and expenses; (3) gains and losses from disposals of capital assets and inventory; (4) investment income and expenses; and (5) subsidies received and provided. A subsidy represents amounts received from or provided to another party or fund of the District. Amounts received from another party or fund are considered a subsidy if it is unrelated to the services provided by the proprietary fund and keeps the fees charged at the same amount or lower if the subsidy was not received. Amounts provided to the other party or fund are considered a subsidy if it is unrelated to the goods or services provided by those parties and will generally result in the proprietary fund charging higher fees in the future. All revenues and expenses not meeting the definitions of nonoperating revenues and expenses are reported as operating revenues and expenses.

The principal operating revenues of the District's internal service fund are charges to the fund for workers' compensation. Operating expenses for the internal service fund include the cost of claims and administrative expenses. The principal operating revenues of the District's enterprise fund are fees charged for before and after school care for elementary students and summer programs for all students of the District who elect to participate in the community programs. Operating expenses of the enterprise fund include the cost of payroll, contracted services, supplies, and other miscellaneous operating costs to run the program.

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balances

1. Deposits and Investments

The District's cash and cash equivalents are considered to be cash on hand and demand deposits with original maturities of three months or less from date of acquisition.

Investments for the District, except for certain investment pools, are reported at fair value. The investment pools operate in accordance with appropriate state laws and regulations and are reported at amortized cost or fair value.

2. Receivables and Payables

Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e., the current portion of interfund loans) or "advances to/from other funds" (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds."

Property tax receivables include unpaid property taxes at year-end and are shown net of an allowance for uncollectibles. Net property tax receivables are stated at the amount estimated to be collectible based on the District's collection experience. Revenues from property taxes are recognized when levied to the extent they are available (collected within 60 days after the close of the fiscal year). However, not all outstanding property taxes are expected to be collected within one year of the date of the financial statements.

Property values are determined by the Harris Central Appraisal District as of January 1 of each year. Prior to July 1 of each year, the District must adopt its annual budget and as soon thereafter as practicable, shall adopt a tax rate thus creating the tax levy. Property taxes for the current calendar year are levied on approximately October 1 of each year and are payable by January 31 of the following year. Property tax receivables are recorded as of the date levied. Unpaid taxes become delinquent on February 1 and a tax lien on real property is created as of July 1 of each year. Delinquent taxes collected are prorated between the general fund and the debt service fund based on rates adopted for the year of the levy. Deferred inflows of resources are recorded in an amount equal to the net taxes receivable less subsequent 60-day collection at the fund level.

3. Inventories and Prepaid Items

Inventories consisting of supplies and materials are valued at weighted average cost when an item is purchased and are subsequently recognized as expenditures when consumed. A portion of fund balance is reported as nonspendable to reflect minimum inventory quantities considered necessary for the District's continuing operations.

Food service commodities, personal protective equipment (PPE) inventory, and transportation and maintenance supplies are charged to expenditures when received or purchased. Food service commodities and

PPE inventory are recorded at fair market value on the date received. Commodities and PPE inventory are recognized as revenues in the period received when all the eligibility requirements are met.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in the government-wide and proprietary fund financial statements and reported as an expense when consumed rather than when purchased. In the governmental funds, prepaid expenditures are recorded as an expenditure when purchased rather than when consumed.

4. **Capital *Assets***

Capital assets, which include land, construction in progress, buildings and improvements, furniture and equipment, right-to-use buildings, equipment, and subscriptions, and infrastructure assets (e.g., roads, bridges, sidewalks and similar items), are reported in the government-wide and proprietary fund financial statements. The District's infrastructure includes parking lots and roads associated with various buildings. The cost of the infrastructure was initially capitalized with the building cost and is being depreciated over the same useful life as the building. Capital assets are defined by the District as assets with an initial, individual cost that equals or exceeds $5,000 with a useful life greater than one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the life of the asset are not capitalized.

Major outlays for capital assets and improvements are capitalized as projects are constructed.

Buildings and improvements, and furniture and equipment of the District are depreciated using the straight-line method over the following estimated useful lives:

Assets	**Years**
Buildings and Improvements	10-40
Furniture and Equipment	3-15

Land and construction in progress are not depreciated. Right-to-use assets are amortized over the shorter of the duration of the lease/subscription or the useful life using the straight-line method.

5. Compensated Absences

The District recognizes a liability for compensated absences for leave time that (1) has been earned for services previously rendered by employees, (2) accumulates and is allowed to be carried over to subsequent years, and (3) is more likely than not to be used as time off or settled (for example paid in cash to the employee or payment to an employee benefit account) during or upon separation from employment. Based on the criteria listed, the following types of leave qualify for liability recognition for compensated absences – state leave, local leave and vacation leave. The liability for compensated absences is reported as incurred in the government-wide financial statements. A liability for compensated absences is recorded in the governmental funds only if the liability has matured because of employee resignations or retirements. The liability for compensated absences includes salary-related benefits, where applicable.

State Personal Leave

The District is required under Texas Education Code 22.003 to provide eligible employees with a minimum of five days of personal leave per year (state leave) with no limit on accumulation and no restrictions on transfer between Districts. State leave benefits are eligible for payment upon retirement, with limitations.

Local Leave
The District's policy provides eligible employees with five days of local personal leave per year (local leave) with no limit on accumulation. Local leave benefits are eligible for payment upon retirement, with limitations.

Vacation
The District's policy permits employees to accumulate earned but unused vacation benefits, with limits on accumulation. Vacation benefits are eligible for payment upon separation from employment, with limitations.

A liability for the estimated value of leave benefits that will be paid upon separation of service or used by employees as time off is included in the liability for compensated absences.

6. Long-term Obligations
In the government-wide financial statements, and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities and proprietary fund type statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

7. Deferred Outflows/Inflows of Resources
Deferred outflows of resources represent a consumption of net assets that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditure) until that time. *Deferred inflows of resources* represent an acquisition of net assets that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

Deferred outflows/inflows of resources are amortized as follows:

- Deferred outflows/inflows from pension and OPEB activities are amortized over the weighted average remaining service life of all participants in the respective qualified pension plan and OPEB plan, except for projected and actual earnings differences on investments which are amortized on a closed basis over a 5-year period.
- Deferred charge/gain on refunding is amortized over the shorter of the life of the refunded or refunding debt.
- Property taxes are recognized in the period the amount becomes available.
- District contributions to the pension and OPEB plans after the measurement date are recognized in the subsequent year.

- Deferred inflows from leases are adjusted over the life of the lease by the current portion of the principal received.

8. Net Position Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted-net position and unrestricted-net position in the government-wide, proprietary funds, and fiduciary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted-net position to have been depleted before unrestricted-net position is applied.

9. Fund Balance Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). It is the District's policy to use restricted resources first, then unrestricted resources as they are needed. In order to calculate the amounts to report as unrestricted (committed, assigned, and unassigned) fund balance in the governmental funds financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. The District considers that committed amounts would be reduced first, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any unrestricted fund balance classification could be used.

10. Fund Balance Policies

In the fund financial statements, governmental funds report fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which the amounts in the respective governmental funds can be spent. Per Board policy, the District shall maintain a balance in the general fund equal to at least 25 percent of its general operating expenditures, excluding any nonspendable fund balance. The District reports the following classifications of fund balance:

The *nonspendable* classification accounts for amounts that are not in spendable form. The amounts reported in this category pertain to inventories that the District does not expect to convert to cash.

The *restricted* classification accounts for amounts that have external constraints imposed upon the use of the resources by bondholders, grantors, laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The amounts reported in this category include funding from external sources such as state and federal grants, tax levies for the repayment of principal and interest on long-term debt, and unspent bond proceeds for the construction and equipment of school facilities.

The *committed* classification accounts for amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the District's Board. These amounts can only be used for the purpose intended, which requires formal Board action by passage of a resolution to establish (as noted in Board minutes), unless the Board modifies or removes the specified use by taking the same formal Board action. The amounts reported in this category include the campus activity fund balances in the special revenue fund and self-funded workers' compensation, unemployment benefits, and insurance plans in the general fund.

The *assigned* classification accounts for amounts that the District intends to use for a specific purpose. Pursuant to Board Policy CE Local, the Board delegates to the Superintendent or designee the responsibility to assign funds. The amounts reported in this category include outstanding encumbrances at the end of the fiscal year and future appropriations over estimated revenues. Also included in this category is other purposes which includes the District's cost of insurance deductibles, and the liability for compensated absences.

The *unassigned* classification accounts for the residual amount in the general fund. The general fund is the only fund that reports a positive unassigned fund balance amount. In other governmental funds it is not appropriate to report a positive unassigned fund balance amount.

11. Leases

Lessee

The District is a lessee for noncancelable leases of property and equipment. The District recognizes a lease liability, reported with long-term debt, and a right-to-use lease asset, reported with other capital assets, in the government-wide financial statements. The District recognizes lease liabilities with an initial individual value of $5,000 or more.

At the commencement of a lease, the District measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments. The lease asset is initially measured at the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over the shorter of the lease term or its useful life.

Key estimates and judgements related to leases include how the District determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The District uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancelable period of the lease.
- Lease payments included in the measurement of the liability are composed of fixed payments, variable payments fixed in substance or that depend on an index or a rate, purchase option price that the District is reasonably certain to exercise, lease incentives receivable from the lessor, and any other payments that are reasonably certain of being required based on an assessment of all relevant factors.

The District has entered into multiple lease agreements as lessee. The leases allow the right to use buildings/infrastructure/equipment over the terms of the lease. The District is required to make monthly payments at its incremental borrowing rate or interest rate stated or implied within the leases. The lease rate, term and ending lease liabilities are as follows:

Leases Payable
Governmental Activities - Lessee

	Interest Rates	Lease Term in Months	Ending Balance
Buildings/Infrastructure	0.648% - 1.664%	47-79	$ 1,310,114
Other Equipment	3.451%	27	1,926,205
Total Governmental Activities			$ **3,236,319**

The District monitors changes in circumstances that would require a remeasurement of its leases and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability. As of June 30, 2026, the schedule of lease payments is as follows:

Principal and Interest Requirements to Maturity
Governmental Activities - Lessee

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2027	$ 1,121,801	$ 66,527	$ 1,188,328
2028	1,153,649	33,711	1,187,360
2029	510,574	8,021	518,595
2030	272,659	4,214	276,873
2031	65,692	2,456	68,148
2032 - 2033	111,944	1,637	113,581
Total Requirements	$ **3,236,319**	$ **116,566**	$ **3,352,885**

Lessor

The District is a lessor for noncancelable leases of property and equipment. The District recognizes a lease receivable and a deferred inflow of resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, the District initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments. The deferred inflow of resources is initially measured at the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term. The District has $7,075,421 remaining in lease receivables and $6,410,976 remaining in deferred inflows as of June 30, 2026. The District recorded lease revenue including interest of $394,795 in the fiscal year.

Key estimates and judgements related to leases include how the District determines (1) the discount rate it uses to discount the expected lease receipts to present value, (2) lease term, and (3) lease receipts.

- The District uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancelable period of the lease.
- Lease payments included in the measurement of the lease receivable are composed of fixed payments from the lessee, variable payments from the lessee that are fixed in substance or that depend on an index or a rate, residual value guarantee payments from the lessee that are fixed in substance, and any lease incentives that are payable to the lessee.

The District has entered into multiple lease agreements as lessor. The leases allow the lessee the right-to-use cell towers and District sites over the terms of the lease. The District receives monthly payments at its incremental borrowing rate or interest rate stated or implied within the leases. The lease rate, terms and ending lease receivables are as follows:

Leases Receivable
Governmental Activities – Lessor

	Interest Rates	Lease Term in Months	Ending Balance
Cell Towers	0.250% - 2.405%	24 - 290	$ 7,011,040
Site Leases	0.980%	10	64,381
Total Governmental Activities			$ **7,075,421**

The District monitors changes in circumstances that would require a remeasurement of its leases and will remeasure the lease receivable and deferred inflow of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable. As of June 30, 2026, expectation of lease receipts through the expiration of all leases is as follows:

Principal and Interest Expected to Maturity
Governmental Activities – Lessor

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2027	$ 315,427	$ 83,488	$ 398,915
2028	260,115	81,369	341,484
2029	255,087	79,454	334,541
2030	259,211	77,429	336,640
2031	233,603	75,306	308,909
2032 - 2036	1,100,794	341,652	1,442,446
2037 - 2041	1,370,892	268,329	1,639,221
2042 - 2046	1,697,468	169,868	1,867,336
2047 - 2051	1,582,824	44,559	1,627,383
Total Expected	$ **7,075,421**	$ **1,221,454**	$ **8,296,875**

12. Subscription-Based Information Technology Arrangements (SBITA)

The District has noncancellable contracts with SBITA vendors for the right to use information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets). The District recognizes a subscription liability, reported with long-term debt, and a right-to-use subscription asset (an intangible asset), reported with capital assets, in the government-wide and proprietary fund financial statements. The District recognizes subscription liabilities with an initial individual value of $5,000 or more.

At the commencement of a SBITA, the District initially measures the subscription liability at the present value of payments expected to be made during the subscription term. Subsequently, the subscription liability is reduced by the principal portion of SBITA payments. The subscription asset is initially measured at the initial amount of the subscription liability, adjusted for SBITA payments made at or before the SBITA commencement date, plus certain initial implementation costs. Subsequently, the subscription asset is amortized on a straight-line basis over the shorter of the subscription term or the useful life of the underlying IT assets.

Key estimates and judgements related to SBITAs include how the District determines (1) the discount rate it uses to discount the expected subscription payments to present value, (2) subscription term, and (3) subscription payments.

- The District uses its incremental borrowing rate as the discount rate for SBITAs.
- The subscription term includes the noncancellable period of the SBITA.
- Subscription payments included in the measurement of the subscription liability are composed of fixed payments, variable payments fixed in substance or that depend on an index or a rate, termination penalties if the District is reasonably certain to exercise such option, subscription contract incentives receivable from the SBITA vendor, and any other payments that are reasonably certain of being required based on an assessment of all relevant factors.

The District has entered into multiple subscription arrangements for both governmental activities and business-type activities. The subscriptions allow the right to use information technology over the terms of the subscription. The District is required to make annual payments at its incremental borrowing rate or interest rate stated or implied within the subscriptions. The subscription rate, terms, and ending subscription liabilities are as follows:

Subscriptions Payable
Governmental Activities – SBITA

	Interest Rates	Lease Term in Months		Ending Balance
Subscriptions	2.023% - 3.067%	2 - 36	$	6,724,306
Total Governmental Activities			$	**6,724,306**

Subscriptions Payable
Business-type Activities – SBITA

	Interest Rates	Lease Term in Months	Ending Balance
Subscription	2.024%	24	$ 91,707
Total Business-type Activities			$ **91,707**

The District monitors changes in circumstances that would require a remeasurement of its SBITAs and will remeasure the subscription asset and liability if certain changes occur that are expected to significantly affect the amount of the subscription liability. As of June 30, 2026, the schedule of subscription payments is as follows:

Principal and Interest Requirements to Maturity
Governmental Activities - SBITA

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2027	$ 4,998,530	$ 188,480	$ 5,187,010
2028	1,383,609	44,323	1,427,932
2029	342,167	10,262	352,429
Total Requirements	**$ 6,724,306**	**$ 243,065**	**$ 6,967,371**

Principal and Interest Requirements to Maturity
Business-type Activities - SBITA

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2027	$ 45,394	$ 1,856	$ 47,250
2028	46,313	937	47,250
Total Requirements	**$ 91,707**	**$ 2,793**	**$ 94,500**

13. Pensions

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

14. Other Post-Employment Benefits

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS-Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as you-go plan and all cash is held in a cash account.

15. Use of Estimates

A number of estimates relating to the reporting of revenues, expenditures, assets and liabilities, and the disclosure of contingent liabilities were used to prepare these financial statements in conformity with GAAP. Actual results could differ from those estimates.

16. Data Control Codes

The Data Control Codes refer to the account code structure prescribed by the TEA in the *Financial Accountability System Resource Guide*. TEA requires school districts to display these codes in the financial statements filed with the Agency in order to ensure accuracy in building a statewide database for policy development and funding plans.

17. Implementation of New Accounting Standards

GASB Statement No. 103, *Financial Reporting Model Improvements* (GASB 103), improves key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. This statement also addresses certain application issues. The requirements of this statement are effective for reporting periods beginning after June 15, 2025, with earlier application encouraged. GASB 103 was implemented in the District's fiscal year 2026 financial statements with no impact to amounts or disclosures previously reported.

GASB Statement No. 104, *Disclosure of Certain Capital Assets* (GASB 104), establishes requirements for certain types of capital assets to be disclosed separately in the capital assets note disclosures. It also establishes requirements for capital assets held for sale, including additional disclosures for those capital assets. The requirements of this statement are effective for reporting periods beginning after June 15, 2025, with earlier application encouraged. GASB 104 was implemented in the District's fiscal year 2026 financial statements with no impact to amounts or disclosures previously reported.

18. Recent Accounting Pronouncements

GASB Statement No. 105, Subsequent Events (GASB 105), improves financial reporting related to subsequent events by 1) clarifying the subsequent events time frame and the subsequent events that constitute recognized and non-recognized events and 2) specifies the information items that are required to be disclosed about subsequent events. The requirements of this statement are effective for reporting periods beginning after June 15, 2026, with earlier application encouraged. GASB 105 will be implemented in the District's fiscal year 2027 financial statements and the impact has not yet been determined.

II. Stewardship, Compliance, and Accountability

A. Budgetary Information

The Board of Trustees adopts an appropriated budget for the general fund, debt service fund, and the National School Breakfast and Lunch Program special revenue fund on a basis consistent with GAAP. Budgetary information for the general fund appears in the required supplementary information subsection where the District compares the final amended budget to actual revenues and expenditures. Per regulatory requirements, the debt service fund and the National School Breakfast and Lunch Program special revenue fund are required to be reported with the original budget, final amended budget and actual revenues and expenditures. These schedules are included in the combining and individual fund financial statements and schedules subsection. All other governmental funds adopt project-length budgets. All annual appropriations lapse at fiscal year-end.

The following procedures are followed in establishing the budgetary data reflected in the financial schedules:

1. Prior to June 19 of the preceding fiscal year, the District prepares a budget for the next succeeding fiscal year beginning July 1. The operating budget includes proposed expenditures and the means of financing them.
2. A meeting of the Board is then called for the purpose of adopting the proposed budget after ten days' public notice of the meeting has been given.
3. Prior to July 1, the budget is formally approved and adopted by the Board.

The appropriated budget is prepared by fund and function. The District's campus/department heads may make transfers of appropriations within a campus/department. Transfers of appropriations between campuses/ departments require the approval of the District's management. Increasing any one of the functional spending categories, or revenues object accounts and other resources require the approval of the Board. The legal level of budgetary control (i.e., the level at which expenditures may not legally exceed appropriations) is the function level within a fund. The District made several supplemental budgetary revisions throughout the year, primarily in the general fund. These revisions are further detailed in the notes to the required supplementary information.

B. Encumbrances

Encumbrance accounting is employed in governmental funds. Encumbrances (e.g., purchase orders, contracts) outstanding at year-end are reported as restricted, committed, or assigned, as appropriate.

At June 30, 2026, certain amounts which were previously restricted, committed, or assigned for specific purposes have been encumbered in the governmental funds. Significant encumbrances included in governmental fund balances are as follows:

	Encumbrances Included in:		
	Restricted Fund Balance	**Committed Fund Balance**	**Assigned Fund Balance**
General Fund	$ -	$ -	$ 6,040,324
Capital Projects Fund	144,010,371	-	-
Total Nonmajor Funds	1,472,925	3,576,621	-
Total Encumbrances	**$ 145,483,296**	**$ 3,576,621**	**$ 6,040,324**

III. Detailed Notes on All Funds

A. Deposits and Investments

Cash Deposits: The District's funds are required to be deposited and invested under the terms of a depository contract pursuant to the Texas School Depository Act. The depository bank pledges securities which comply with state law and these securities are held for safekeeping and trust with the District's and the depository banks' agent bank. The pledged securities are in compliance with the Texas Government Code, Chapter 2257 "Collateral for Public Funds", and are sufficient to meet the terms agreed to in the current depository contract as approved by TEA.

Investments: The District's investment policy is in accordance with the Public Funds Investment Act, the Public Funds Collateral Act, and federal and state laws. The District further limits its investments to obligations of the U.S. Treasury or the State of Texas, certain U.S. Agencies, certificates of deposit, no-load money market mutual funds, certain municipal securities, repurchase agreements, banker's acceptances, commercial paper or investment pools.

For fiscal year 2026, the District invested in certificates of deposit, the Texas Local Government Investment Pool (TexPool), Texas CLASS, Texas Association of School Boards Lone Star Investment Pool (Lone Star), and Local Government Investment Cooperative (LOGIC) Investment Pool.

TexPool is duly chartered and overseen by the State Comptroller's Office, managed and serviced by Federated Hermes. State Street Bank serves as the custodial bank. The portfolio consists of U.S. Government securities; collateralized repurchase and reverse repurchase agreements; no-load money market mutual funds regulated by the Securities and Exchange Commission (SEC) and rated AAA or equivalent by at least one Nationally Recognized Statistical Rating Organization (NRSRO); and securities lending programs.

Texas CLASS is organized under the Eleventh Amended and Restated Trust Agreement, dated September 12, 2025, in accordance with Section 2256.016 of the Texas Public Funds Investment Act. Texas CLASS is administered by Public Trust Advisors, LLC and all funds are held by the custodial agent, UMB Bank, N.A. Texas CLASS may invest in obligations of the U.S. or its agencies and instrumentalities; repurchase agreements; SEC-registered money market funds rated in the highest rating category by at least one Nationally Recognized Statistical Rating Organization (NRSRO); and commercial paper rated A-1, P-1 or equivalent by two nationally recognized rating agencies.

Lone Star is duly chartered by the State of Texas Interlocal Cooperation Act, is administered by First Public, LLC, and managed by American Beacon Advisors and Mellon Investment Corp (Dreyfus). State Street Bank is the custodial bank. Lone Star Corporate Overnight Plus Fund may invest in obligations of the U.S. or its agencies and instrumentalities; other obligations insured by the U.S.; fully collateralized repurchase agreements having a defined termination date, secured by obligations described previously; SEC-regulated no-load money market mutual funds, the assets which consist exclusively of the obligations described above; and commercial paper rated A-1, P-1 or equivalent by two nationally recognized rating agencies.

LOGIC is duly chartered by the State of Texas Interlocal Cooperation Act, is administered by Hilltop Securities, Inc., Hilltop Asset Management, LLC, and J.P. Morgan Asset Management, Inc. (JPMAM), and managed by JPMAM, who provides custody, fund accounting and investment management. Transfer agency services are provided by DST Asset Manager Solutions, Inc. LOGIC may invest in obligations of the U.S. or its agencies and instrumentalities; repurchase agreements; SEC-registered money market funds rated in the highest rating category by at least one NRSRO; and commercial paper rated A-1, P-1 or equivalent by two nationally recognized rating agencies.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. GASB Statement No. 72, *Fair Value Measurement and Application* provides a framework for measuring fair value which establishes a three-level fair value hierarchy that describes the inputs that are used to measure assets and liabilities.

- Level 1 inputs are quoted prices (unadjusted) for identical assets or liabilities in active markets that a government can access at the measurement date.
- Level 2 inputs are inputs - other than quoted prices within Level 1 - that are observable for an asset or liability, either directly or indirectly.
- Level 3 inputs are unobservable inputs for an asset or liability.

The fair value hierarchy gives the highest priority to Level 1 inputs and the lowest priority to Level 3 inputs. If a price for an identical asset or liability is not observable, a government should measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. If the fair value of an asset or a liability is measured using inputs from more than one level of the fair value hierarchy, the measurement is considered to be based on the lowest priority level input that is significant to the entire measurement.

The District's investment balances, including fiduciary funds, and weighted average maturity of such investments are as follows:

		Investments	Percent of Total Investments	Weighted Average Maturity (Days)	Weighted Average Credit Risk
Investments Measured at Amortized Cost					
Investment Pool:					
TexPool	$	96,003	0.01%	50	AAAm*
Certificates of Deposit		15,000,000	1.50%	415	Not rated
Investments Measured at Net Asset Value					
Investment Pools:					
Lone Star Corporate Overnight Plus Fund		325,668,915	32.65%	62	AAAf/S1+*
Texas CLASS		288,617,585	28.93%	79	AAAm*
LOGIC		368,166,475	36.91%	54	AAAm*
Total	**$**	**997,548,978**	**100.00%**		
Portfolio Weighted Average Maturity				**69**	

* S&P rating only

Investment Pools and Certificates of Deposit are measured at amortized cost or net asset value (NAV), which approximates fair value, and are not subject to level reporting.

The *TexPool* investment pool is an external investment pool measured at amortized cost. In order to meet the criteria to be recorded at amortized cost, the investment pool must transact at a stable net asset value per share and maintain certain maturity, quality, liquidity and diversification requirements within the investment pool. The investment pool transacts at a net asset value of $1.00 per share, has weighted average maturities of 60 days or less and weighted average lives of 120 days or less, investments held are highly rated by nationally recognized statistical rating organizations, have no more than 5% of portfolio with one issuer (excluding U.S. government securities), and can meet reasonably foreseeable redemptions. TexPool has a redemption notice period of one day and may redeem daily. The investment pool's authority may only impose restrictions on redemptions in the event of a general suspension of trading on major securities markets, general banking moratorium or national state of emergency that affects the pool's liquidity.

The *Lone Star*, *Texas CLASS*, and *LOGIC* investment pools are external investment pools measured at NAV, which approximates fair value. Lone Star, Texas CLASS, and LOGIC's strategy is to seek preservation of principal, liquidity and current income through investment in a diversified portfolio of short-term marketable securities. The District has no unfunded commitments related to the investment pools. Lone Star, Texas CLASS, and LOGIC have a redemption notice period of one day and may redeem daily. The investment pools' authorities may only impose restrictions on redemptions in the event of a general suspension of trading on major securities markets, general banking moratorium or national or state emergency that affects the pools' liquidity.

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates may adversely affect the value of the investments. The District monitors interest rate risk utilizing weighted average maturity analysis. In accordance with its investment policy, the District reduces its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio as a whole to no more than 547 days (18 months), diversification, and by holding securities to maturity. In addition, the District shall not directly invest in an individual security maturing more than three years from the date of purchase.

Custodial Credit Risk: The District's agent holds securities in the District's name; therefore, the District is not exposed to custodial credit risk. Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty (e.g., broker/dealer) to a transaction, a government will not be able to recover the value of its investments or collateral securities that are in the possession of another party. The District's policy requires that the investments of the District shall be secured through third-party custodial and safekeeping procedures as designated by the District.

Credit Risk: State law and the District's investment policy limits investments in all categories to top ratings issued by nationally recognized statistical rating organizations. The credit ratings for the District's investments are disclosed in the table on the previous page.

Concentration of Credit Risk: The District's investment policy requires the investment portfolio to be diversified in terms of investment instruments, maturity scheduling, and financial institutions in order to reduce the risk of loss resulting from over-concentration of assets in a specific class of investments, specific maturity, or specific issuer.

B. Receivables

Receivables as of year-end for the District's individual major funds and nonmajor governmental funds in the aggregate, including the applicable allowances for uncollectible accounts, are as follows:

	General	Debt Service	Nonmajor Governmental	Total
Receivables:				
Property Taxes	$ 27,395,383	$ 14,007,346	$ -	$ 41,402,729
Due From Other Governments:				
Local	-	-	613,751	613,751
State	124,374,251	27,254,185	2,483	151,630,919
Federal	1,848,232	-	18,458,011	20,306,243
Accrued Interest	526,891	-	-	526,891
Other Receivables	963,455	-	20,039	983,494
Lease Receivable	7,075,421	-	-	7,075,421
Gross Receivables	162,183,633	41,261,531	19,094,284	222,539,448
Less: Allowance for Uncollectibles	(4,639,554)	(2,372,218)	-	(7,011,772)
Net Total Receivables	**$ 157,544,079**	**$ 38,889,313**	**$ 19,094,284**	**$ 215,527,676**

Sixty-four percent of property taxes receivable is not expected to be collected in the subsequent year.

Governmental funds report unearned revenue in connection with receivables for revenues that are not considered to be available to liquidate liabilities of the current period or in connection with resources that have been received, but not yet earned. At the end of the current fiscal year, the various components of unearned revenues reported in the governmental funds were as follows:

	Unearned
Cash Advance for Grants (Nonmajor Governmental Funds)	$ 762,119
Total Unearned Revenues For Governmental Funds	**$ 762,119**

C. Capital Assets

Capital asset activity for the year ended June 30, 2026, was as follows:

	Beginning Balance	Additions	Transfers, Adjustments and Dispositions	Ending Balance
Governmental Activities:				
Capital Assets, not being Depreciated or Amortized:				
Land	$ 157,605,565	$ -	$ (10,864,734)	$ 146,740,831
Construction in Progress	269,580,095	153,827,330	(244,165,523)	179,241,902
Total Capital Assets, not being Depreciated or Amortized	**427,185,660**	**153,827,330**	**(255,030,257)**	**325,982,733**
Capital Assets, being Depreciated and Amortized:				
Buildings and Improvements	4,004,417,675	109,569,760	244,165,523	4,358,152,958
Furniture and Equipment	364,420,849	8,533,646	(3,006,366)	369,948,129
Right-to-Use Subscriptions	18,484,759	3,639,091	(17,651)	22,106,199
Right-to-Use Lease Assets-Buildings	1,633,062	930,635	-	2,563,697
Right-to-Use Lease Assets-Equipment	3,283,539	429,724	-	3,713,263
Total Right-to-Use Lease Assets	4,916,601	1,360,359	-	6,276,960
Total Capital Assets, being Depreciated and Amortized	**4,392,239,884**	**123,102,856**	**241,141,506**	**4,756,484,246**
Less Accumulated Depreciation and Amortization for:				
Buildings and Improvements	(1,499,842,937)	(140,763,477)	-	(1,640,606,414)
Furniture and Equipment	(261,009,230)	(18,140,025)	3,006,366	(276,142,889)
Right-to-Use Subscriptions	(6,727,706)	(6,909,661)	17,651	(13,619,716)
Right-to-Use Lease Assets-Buildings	(1,018,628)	(286,180)	-	(1,304,808)
Right-to-Use Lease Assets-Equipment	(1,149,227)	(699,689)	-	(1,848,916)
Total Accumulated Amortization, Right-to-Use Lease Assets	(2,167,855)	(985,869)	-	(3,153,724)
Total Accumulated Depreciation and Amortization	**(1,769,747,728)**	**(166,799,032)**	**3,024,017**	**(1,933,522,743)**
Total Capital Assets, being Depreciated and Amortized, net	**2,622,492,156**	**(43,696,176)**	**244,165,523**	**2,822,961,503**
Governmental Activities Capital Assets, net	**$ 3,049,677,816**	**$ 110,131,154**	**$ (10,864,734)**	**$ 3,148,944,236**
Business-type Activities:				
Capital Assets, being Amortized:				
Right-to-Use Subscriptions	$ 265,622	$ -	$ -	$ 265,622
Total Capital Assets, being Amortized	**265,622**	**-**	**-**	**265,622**
Less Accumulated Amortization for:				
Right-to-Use Subscriptions	(139,537)	(44,595)	-	(184,132)
Total Accumulated Amortization	**(139,537)**	**(44,595)**	**-**	**(184,132)**
Business-type Activities Capital Assets, net	**$ 126,085**	**$ (44,595)**	**$ -**	**$ 81,490**

Depreciation and amortization expense was charged to functions/programs of the District as follows:

	Governmental Activities:	
11	Instruction	$ 107,707,936
12	Instructional Resources and Media Services	660,560
23	School Leadership	8,781,132
33	Health Services	1,786,645
34	Student Transportation	7,600,624
35	Food Services	10,897,991
36	Cocurricular/Extracurricular Activities	5,789,256
41	General Administration	2,815,521
51	Plant Maintenance and Operations	12,545,185
52	Security and Monitoring Services	2,139,843
53	Data Processing Services	3,817,421
61	Community Services	2,256,918
	Total Depreciation and Amortization Expense	**$ 166,799,032**
	Business-type Activities:	
61	Community Services	$ 44,595
	Total Depreciation and Amortization Expense	**$ 44,595**

Construction Commitments

The District has active construction projects as of June 30, 2026. The projects include the construction and equipment of school facilities. At year-end, the District's active commitments with contractors are as follows:

Project	**Remaining Commitment**
Additions and Renovations to Existing Facilities	$ 75,098,146
Electric Vehicle Charging Stations	358,716
Totals	**$ 75,456,862**

Capital Assets Held for Sale

GASB Statement No. 104 requires governments to disclose capital assets that have been designated for sale and for which it is probable that the sale will be completed within one year of the reporting date. The District annually evaluates its capital assets, including land, buildings, improvements, equipment, and other assets, for potential disposition.

D. Interfund Receivables, Payables, and Transfers

The composition of interfund balances as of June 30, 2026, is as follows:

	Interfund Receivables	Interfund Payables
Governmental Funds:		
General Fund	$ 12,608,287	$ 2,716,343
Debt Service Fund	905,872	-
Capital Projects Fund	-	1,894,496
Nonmajor Governmental Funds	1,766,890	10,825,309
Total Governmental Funds	15,281,049	15,436,148
Proprietary Funds:		
Enterprise Fund	209,641	54,542
Total Proprietary Funds	209,641	54,542
Total - All Funds	**$ 15,490,690**	**$ 15,490,690**

Interfund balances consist of short-term lending/borrowing arrangements that result primarily from payroll, warehouse ordering and other regularly occurring charges that are paid by the general fund and then charged back to the appropriate other fund. Additionally, some lending/borrowing may occur between two or more nonmajor governmental funds. Interfund balances between governmental funds and proprietary funds are eliminated in the statement of net position and reported as internal balances.

The general fund is the main operating fund of the District. The amount indicated as receivable stems from the short-term borrowing from state and federal grants that operate on a reimbursement basis.

The amount indicated as payable in the capital projects fund relates to a reclass of cash to the general fund to cover temporary borrowing from other funds.

The amount due to the debt service fund is the allocation of tax proceeds outstanding at year-end for the interest and sinking fund portion of the tax rate.

E. Long-term Liabilities

The District's long-term liabilities consist of bond indebtedness, workers' compensation, rebatable arbitrage, compensated absences, leases payable, financed purchases, subscriptions payable, net pension liability and net OPEB liability. The current requirements for general obligation bonds principal and interest expenditures are accounted for in the debt service fund. Current funding requirements for workers' compensation is accounted for in the internal service fund and compensated absences, leases payable, financed purchases, subscriptions payable, pension, and OPEB plans are accounted for in the governmental funds. Current funding for rebatable arbitrage is accounted for in the capital projects fund. There is also a current funding requirement for subscriptions in the enterprise fund. Unfunded long-term liabilities are generally liquidated with resources of the general fund.

Changes in Long-term Liabilities

Long-term liability activity for the year ended June 30, 2026, was as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Governmental Activities:					
Bonds Payable:					
General Obligation Bonds, par	$ 3,484,020,000	$ 290,900,000	$ (510,480,000)	$ 3,264,440,000	$ 183,775,000
Issuance Premiums(Discounts)	331,340,353	26,532,183	(70,752,096)	287,120,440	-
Total Bonds Payable	**3,815,360,353**	**317,432,183**	**(581,232,096)**	**3,551,560,440**	**183,775,000**
Workers' Compensation	3,982,965	1,240,979	(2,134,668)	3,089,276	2,295,474
Rebatable Arbitrage	22,634,203	2,816,783	(608,264)	24,842,722	2,564,310
Compensated Absences*	23,641,553	2,453,587	-	26,095,140	6,711,025
Leases Payable	2,853,603	1,360,359	(977,643)	3,236,319	1,121,801
Financed Purchases	238,143	1,025,181	(488,822)	774,502	386,767
Subscriptions Payable	10,271,757	3,639,091	(7,186,542)	6,724,306	4,998,530
Net Pension Liability	431,534,266	72,629,187	(94,163,036)	410,000,417	-
Net OPEB Liability	275,246,103	11,073,488	(77,683,251)	208,636,340	-
Total Long-term Liabilities	**$ 4,585,762,946**	**$ 413,670,838**	**$ (764,474,322)**	**$ 4,234,959,462**	**$ 201,852,907**
Business-type Activities:					
Subscriptions Payable	$ 136,200	$ -	$ (44,493)	$ 91,707	$ 45,394
Total Subscriptions Payable	**$ 136,200**	**$ -**	**$ (44,493)**	**$ 91,707**	**$ 45,394**

*Compensated absences are reported as a net change for the year as allowed under the provisions of GASB 101, paragraph 30.

Internal service funds predominantly serve the governmental funds. Accordingly, long-term liabilities for them are included as part of the above totals for governmental activities.

General Obligation Bonds

The District issues general obligation bonds to provide funds for the construction and equipment of school facilities, purchase of buses, and to refund general obligation bonds.

General obligation bonds are direct obligations and pledge the full faith and credit of the District. These are issued as 10-30 year current interest bonds with fixed or adjustable rates. Certain outstanding bonds may be redeemed at their par value prior to their normal maturity dates in accordance with the terms of the related bond indenture. The 2010B taxable series qualified school construction bonds entitle the District to receive a subsidy payment from the federal government equal to 100% of the amount of each interest payment on these taxable bonds. As a result of Congressionally-mandated Sequestration, the federal subsidy payments for the qualified school construction bonds was reduced to 5.7 percent through fiscal year 2031.

The following is a summary of changes in the general obligation bonds for the fiscal year:

Series	Interest Rate Payable	Amounts Original Issue	Maturity Date	Beginning Balance	Additions	Reductions	Ending Balance
Series 2010A	0.00%	$ 30,000,000	2026	$ 2,000,000	$ -	$ (2,000,000)	$ -
Series 2010B	5.41%	25,140,000	2026	1,655,000	-	(1,655,000)	-
Series 2015A	2.00-5.00%	209,045,000	2038	101,990,000	-	(83,655,000)	18,335,000
Series 2016	3.00-5.00%	446,170,000	2026	274,480,000	-	(274,480,000)	-
Series 2018	3.00-5.00%	187,260,000	2043	161,670,000	-	(5,860,000)	155,810,000
Series 2019	4.00-5.00%	260,070,000	2038	186,765,000	-	(1,000,000)	185,765,000
Series 2019A	3.00-5.00%	352,895,000	2044	321,185,000	-	(8,970,000)	312,215,000
Series 2020	2.25-5.00%	263,945,000	2045	255,460,000	-	(3,120,000)	252,340,000
Series 2020A	2.25-5.00%	387,150,000	2045	311,700,000	-	(22,855,000)	288,845,000
Series 2021	5.00%	40,380,000	2027	6,000,000	-	(5,000,000)	1,000,000
Series 2021A	2.125-5.00%	125,405,000	2046	120,475,000	-	(2,655,000)	117,820,000
Series 2021B	1.768-5.00%	91,670,000	2032	57,580,000	-	(23,900,000)	33,680,000
Series 2022	5.00%	124,405,000	2040	121,190,000	-	(1,705,000)	119,485,000
Series 2022A	4.25-5.00%	233,055,000	2047	227,425,000	-	(5,920,000)	221,505,000
Series 2023	4.00-5.00%	368,710,000	2048	352,925,000	-	(8,505,000)	344,420,000
Series 2023A	5.00%	249,840,000	2044	234,710,000	-	(16,315,000)	218,395,000
Series 2024	5.00%	62,335,000	2034	62,335,000	-	-	62,335,000
Series 2024A	5.00%	77,265,000	2040	73,405,000		(4,165,000)	69,240,000
Series 2024B	4.00%-5.00%	292,535,000	2049	292,535,000		(6,540,000)	285,995,000
Series 2025	5.00%	318,535,000	2036	318,535,000		-	318,535,000
Series 2026	5.00%	278,900,000	2041	-	278,900,000	(20,180,000)	258,720,000
Series 2026A	4.20%	12,000,000	2026	-	12,000,000	(12,000,000)	-
Totals				**$ 3,484,020,000**	**$ 290,900,000**	**$ (510,480,000)**	**$ 3,264,440,000**

In January 2026, the District issued $278,900,000 of unlimited tax refunding bonds (Series 2026). The proceeds of the refunding bonds were used to legally defease $71,180,000 (Series 2015A) and $227,075,000 (Series 2016) of previously issued district bonds to lower overall debt service requirements. The net carrying value of the old debt exceeded the reacquisition price by $38,870,660. This deferred gain is added to the new debt and amortized over the life of the new debt. The refunding resulted in debt service savings of $26,033,843 and an economic gain of $13,264,042.

In April 2026, the District issued $12,000,000 of unlimited tax refunding bonds (Series 2026A). The proceeds of the refunding bonds were used to legally defease $2,490,000 (Series 2015A) and $9,510,000 (Series 2016) of previously issued district bonds to lower overall debt service requirements. The net carrying value of the old debt exceeded the reacquisition price by $48,000. This deferred gain is added to the new debt and amortized over the life of the new debt. The refunding resulted in debt service savings and an economic gain of $1,114,600.

Annual debt service requirements to maturity for general obligation bonds are as follows:

Year Ending June 30	Principal Value At Maturity	Interest	Total Requirements
2027	$ 183,775,000	$ 142,571,499	$ 326,346,499
2028	167,100,000	133,610,449	300,710,449
2029	181,020,000	125,419,749	306,439,749
2030	182,180,000	116,368,749	298,548,749
2031	158,530,000	107,259,749	265,789,749
2032	164,405,000	99,333,249	263,738,249
2033	171,340,000	91,663,575	263,003,575
2034	178,815,000	83,841,025	262,656,025
2035	188,360,000	75,826,075	264,186,075
2036	167,460,000	67,352,825	234,812,825
2037	175,925,000	60,315,675	236,240,675
2038	183,110,000	53,079,113	236,189,113
2039	157,330,000	45,101,538	202,431,538
2040	163,415,000	38,538,663	201,953,663
2041	145,205,000	31,996,406	177,201,406
2042	144,450,000	26,325,025	170,775,025
2043	149,710,000	20,910,738	170,620,738
2044	132,830,000	15,192,125	148,022,125
2045	86,800,000	10,364,638	97,164,638
2046	62,965,000	7,336,075	70,301,075
2047	57,335,000	4,869,500	62,204,500
2048	42,835,000	2,495,200	45,330,200
2049	19,545,000	781,800	20,326,800
Totals	**$ 3,264,440,000**	**$ 1,360,553,440**	**$ 4,624,993,440**

In accordance with the provisions of Section 148 of the Internal Revenue Code of 1986, as amended, bonds must satisfy certain arbitrage rebate requirements. Rebatable arbitrage is the excess of the amount earned on investments purchased with bond proceeds over the amount that such investments would have earned had such investments been invested at a rate equal to the yield on the bond issue. Rebatable arbitrage must be paid to the U.S. Treasury at the end of each five-year anniversary of the bond issue and upon final redemption of all outstanding bonds of the issue. As of June 30, 2026, the District has a rebatable arbitrage liability in the amount of $24,842,722.

F. Financed Purchases

The District has entered into financed purchase agreements for equipment with various maturity dates. The asset for Financed Purchases is included with Equipment in capital assets activity for governmental activities. This equipment class bears an interest rate of 0.2500% and lease terms of 24 months. As of June 30, 2026, the value of the liability is $774,502. The schedule of payments is as follows:

Principal and Interest Requirements to Maturity
Governmental Activities - Financed Purchases

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2027	$ 386,767	$ 1,493	$ 388,260
2028	387,735	525	388,260
Total Requirements	**$ 774,502**	**$ 2,018**	**$ 776,520**

G. Fund Balance

Other Purposes in assigned fund balance include the following assignment of funds:

General Fund:	
Insurance Deductibles	$ 15,659,350
Compensated Absences	26,095,140
Total Other Purposes Assigned Fund Balance	**$ 41,754,490**

H. Revenues from Local, Intermediate, and Out-of-State Sources

During the current year, revenues from local, intermediate, and out-of-state sources consisted of the following:

	General	Debt Service	Capital Projects	Other Governmental Funds	Totals
Property Taxes	$ 448,771,062	$ 268,643,433	$ -	$ -	$ 717,414,495
Penalties, Interest, and Other Tax-Related Income	3,663,496	2,042,605	-	-	5,706,101
Charges for Services	17,095,155	-	-	31,243,521	48,338,676
Investment Earnings	24,249,875	5,161,768	16,923,957	2,180,716	48,516,316
Other	5,348,283	-	-	86,995	5,435,278
Totals	**$ 499,127,871**	**$ 275,847,806**	**$ 16,923,957**	**$ 33,511,232**	**$ 825,410,866**

IV. Other Information

A. Risk Management

Property and Liability

The District is exposed to various risks of loss related to property and liability losses for which the District carries commercial insurance. The District participates in the TASB Risk Management Fund (the Fund) for various liability coverages. The Fund was created to formulate, develop and administer a program of modified self-funding for the Fund's membership, obtain competitive costs for coverages, and develop a comprehensive loss control program. The District pays an annual premium to the Fund for its liability coverage and transfers the risk of loss to the Fund. The District's agreement with the Fund provides that the Fund will be self-sustaining through member premiums and may provide, through commercial companies, reinsurance contracts. In the event that the Fund was to discontinue operations, the member districts would be responsible for any eligible claims not funded by the Fund. There were no significant reductions in coverage in the past fiscal year and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

Workers' Compensation

The District established a limited risk management program for workers' compensation by participating as a self-funded member of the TASB Risk Management Fund. The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code and Chapter 504, Texas Labor Code. As a self-funded member of the Fund, Cypress-Fairbanks Independent School District is solely responsible for all claims costs, both reported and unreported. The Fund provides administrative service to its self-funded members including claims administration and customer service.

Transactions related to the plan are accounted for in an internal service fund. The actuarially-determined liability of the fund on June 30, 2026 was $3,089,276 and has been fully funded through general fund and nonmajor funds contributions.

Liabilities of the fund are reported when it is probable that a loss has occurred, and the amount of the loss can be reasonably estimated. Liabilities also include an estimated amount for claims that have been incurred but not reported (IBNR). The result of the process to estimate the claims liability is not an exact amount as it depends on many complex factors, such as inflation, changes in legal doctrines, and damage awards. Accordingly, claims are reevaluated periodically to consider the effects of inflation, recent claim settlement trends (including frequency and amount of pay-outs), and other economic and social factors. The estimate of the claims liability also includes amounts for incremental claim adjustment expenses related to specific claims and other claim adjustment expenses regardless of whether allocated to specific claims. Estimated recoveries, for example from stop-loss or subrogation, are another component of the claims liability estimate. An excess coverage insurance policy covers individual claims in excess of $600,000 up to the statutory limits for any given claim. There were no significant reductions in insurance coverage from the prior year. Settlements have not exceeded coverages for each of the past three fiscal years.

Changes in the balances of claims liabilities during the past two years are as follows:

	Year Ended 6/30/2026	Year Ended 6/30/2025
Unpaid Claims, Beginning of Fiscal Year	$ 3,982,965	$ 4,615,321
Incurred Claims (including IBNRs)	1,240,979	1,483,124
Claim Payments	(2,134,668)	(2,115,480)
Unpaid Claims, End of Fiscal Year	**$ 3,089,276**	**$ 3,982,965**

B. Contingent Liabilities

Amounts received or receivable from grant agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the District expects such amounts, if any, to be immaterial.

The District is a defendant in various lawsuits. Although the outcome of these lawsuits is not presently determinable, in the opinion of the District's counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the District.

C. Defined Benefit Pension Plan

Plan Description

The District participates in a cost-sharing multiple-employer defined benefit pension plan that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). It is a defined benefit pension plan established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard workload and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

Pension Plan Fiduciary Net Position

Detailed information about the TRS's fiduciary net position is available in a separately-issued Annual Comprehensive Financial Report that includes financial statements and required supplementary information. This report also includes information on TRS's measurement focus and basis of accounting and may be obtained on the Internet at https://www.trs.texas.gov/learning-resources/publications; by writing to TRS at attention Finance Division, P.O. Box 149676, Austin, TX 78714-0185; or by calling (800) 223-8778.

Benefits Provided

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity, except for members who are grandfathered where the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes, including automatic cost of living adjustments. Ad hoc post-employment benefit changes, including ad hoc cost of living adjustments can be granted by the Texas Legislature as noted in the Plan Description above.

Texas Government Code section 821.006 prohibits benefit improvements if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in this manner are determined by the System's actuary.

Contributions

Employee contribution rates are set in state statute, Texas Government Code 825.402. Contribution requirements are established or amended pursuant to Article XVI, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year.

Contribution rates for the last three fiscal years are as follows:

	2026	2025	2024
Member	8.25%	8.25%	8.25%
Non-Employer Contributing Entity (NECE - State)	8.25%	8.25%	8.25%
Employers (District)	8.25%	8.25%	8.25%
Employers (District - Public Education Employer Contribution)	2.00%	2.00%	1.90%

The contribution amounts for the District's fiscal year 2026 are as follows:

District Contributions	$ 41,359,846
Member Contributions	$ 82,115,567
NECE On-behalf Contributions (State)	$ 55,708,905

Contributors to the plan include active members, employers and the State of Texas as the only non-employer contributing entity (NECE). The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act.

As the NECE for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

In addition to the employer contributions listed above, there are two additional surcharges an employer is subject to:

- When employing a retiree of the Teacher Retirement System, the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- Public education employer contribution – all public schools, charter schools and regional education service centers must contribute 2.0% of the member's salary beginning in fiscal year 2025.

Actuarial Methods and Assumptions

The actuarial valuation of the total pension liability was performed as of August 31, 2024. Update procedures were used to roll forward the total pension liability to August 31, 2025 and was determined using the following actuarial methods and assumptions:

Valuation Date	August 31, 2024 rolled forward to August 31, 2025
Actuarial Cost Method	Individual entry age normal
Asset Valuation Method	Fair value
Single Discount Rate	7.00%
Long-term Expected Rate	7.00%
Municipal Bond Rate as of August 30, 2025	5.23%*
Last year ending August 31 in Projection Period (100 years)	2124
Inflation	2.30%
Salary Increases	3.20% to 9.20% including inflation
Ad hoc Post-employment Benefit Changes	None
Mortality Rates	The post-retirement mortality rates for healthy lives were based on the 2021 TRS of Texas Healthy Pensioner Mortality Tables with full generational projection using the ultimate improvement rates from the most recently published projection scale MP-2021.

**The source for the rate is the Bond Buyers 20 index which represents the estimated yield of a portfolio of 20 general obligation bonds maturing in 20 years based on a survey of municipal bond traders.*

The actuarial methods and assumptions were based primarily on a study of actual experience for the four-year period ending August 31, 2021 and were adopted in July 2022.

Discount Rate and Long-Term Expected Rate of Return

A single discount rate of 7 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on pension plan investments of 7 percent. The projection of cash flows used to determine this single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the statutorily required rates. It is assumed that future employer and state contributions will be 9.54 percent of payroll in fiscal year 2026 and thereafter. This includes all employer and state contributions for active and rehired retirees. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. As a result, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in TRS's target asset allocation as of August 31, 2025 are summarized below:

Asset Class	Target % Allocation **	Long-Term Expected Geometric Real Rate of Return ***	Expected Contribution to Long-Term Portfolio Returns
Global Equity			
All Country	39.00%	4.14%	2.18%
USA	-	3.85%	-
Non-U.S. Developed	5.00%	4.60%	0.31%
Emerging Markets	1.00%	4.71%	0.07%
Private Equity	12.00%	6.80%	1.19%
Stable Value			
Government Bonds - Nominal	10.00%	2.59%	0.33%
Government Bonds - Real	6.00%	1.97%	0.13%
Absolute Return*	-	3.91%	-
Stable Value Hedge Funds	5.00%	1.68%	0.09%
Real Return			
Real Estate	15.00%	4.60%	0.86%
Energy, Natural Resources and Infrastructure	6.00%	4.86%	0.36%
Commodities	-	2.96%	-
Risk Parity	5.00%	4.38%	0.26%
Asset Allocation Leverage			
Cash	2.00%	0.51%	0.01%
Asset Allocation Leverage	(6.00)%	0.81%	(0.05%)
Inflation Expectation			2.30%
Volatility Drag ****			(0.71%)
Expected Return	**100.00%**		**7.33%**

* Absolute Return includes Credit Sensitive Investments.
** Target allocations are based on the FY2025 policy model.
*** Capital Market Assumptions (CMA) come from Meketa Investment Group's 2025 CMAs.
**** The volatility drag results from the conversion between arithmetic and geometric mean returns.

Discount Rate Sensitivity Analysis

The following schedule presents the District's proportionate share of net pension liability for TRS calculated using the discount rate of 7.00%, as well as the District's proportionate share of the respective net pension liability if it was calculated using a discount rate that is 1% less than (6.00%) or 1% greater than (8.00%) the current rate:

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
District's Proportionate Share of the Net Pension Liability	$ 660,771,977	$ 410,000,417	$ 201,289,674

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2026, the District reported a liability of $410,000,417 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District are as follows:

District's Proportionate Share of the Net Pension Liability	$ 410,000,417
State's Proportionate Share of the Net Pension Liability Associated with the District	556,237,157
Total	**$ 966,237,574**

The net pension liability was measured as of August 31, 2025 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of August 31, 2024 rolled forward to August 31, 2025. The District's proportion of the net pension liability was based on the District's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2024 through August 31, 2025.

At the measurement date of August 31, 2025, the District's proportion of the collective net pension liability was .6513347% which was a decrease of .0551237% from its proportion measured as of August 31, 2024.

For the fiscal year ended June 30, 2026, the District recognized total pension expense of $93,706,808, which includes the on-behalf portion of $51,639,178 provided by the State.

At June 30, 2026, the District reported the deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 24,598,901	$ 1,436,600
Changes of Assumptions	39,319,939	-
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	-	18,632,642
Changes in Proportion and Differences Between District Contributions and Proportionate Share of Contributions (Cost-Sharing Plan)	8,914,609	28,318,308
District Contribution after Measurement Date	35,422,679	-
Totals	**$ 108,256,128**	**$ 48,387,550**

The $35,422,679 reported as deferred outflows of resources related to pensions resulting from District contributions paid subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2027. Other amounts reported as deferred outflows of resources (deferred inflows of resources) related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Pension Expense (Benefit)
2027	$ 40,779,474
2028	1,730,064
2029	(15,261,293)
2030	(4,105,579)
2031	1,303,233
Totals	**$ 24,445,899**

Change of Assumptions Since the Prior Measurement Date

The 2025 Texas Legislature passed HB2, which modified the future compensation structure for active employees covered by the System. As a result, a new salary increase assumption was adopted for determining the Net Pension Liability as of the August 31, 2025 measurement date. All other actuarial assumptions and methods remain the same as used in the determination of the prior year's Net Pension Liability.

Change in Benefit Terms Since the Prior Measurement Date

There have been no changes to the benefit provisions since the prior valuation.

D. Defined Other Post-Employment Benefit Plan

Plan Description

The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS-Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575. The Board may adopt rules, plans, procedures and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

OPEB Plan Fiduciary Net Position

Detailed information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Annual Comprehensive Financial Report that includes financial statements and required supplementary information. The financial report and other benefits information about the plan may be obtained on the Internet at https://www.trs.texas.gov/learning-resources/publications; by writing to TRS at P.O. Box 149676, Austin, TX 78714-0185; or by calling (800) 223-8778.

Benefits Provided

TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension system. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system.

The 88th Legislature amended the Texas Insurance Code Chapter 1575 via Senate Bill 1854 allowing TRS to offer coverage for dental and vision care to retirees. In accordance with Chapter 1575.1601, TRS established the TRS-Care Dental and TRS-Care Vision plans. TRS-Care Dental and TRS-Care Vision are optional plans that are available to retirees who are eligible for TRS-Care. This includes their dependents, surviving spouses, and surviving dependent children. Retirees do not have to be enrolled in TRS-Care medical and pharmacy plans to be eligible for TRS-Care Dental and TRS-Care Vision. The first enrollment period for the plans began in October 2024 and coverage started in January 2025.

The General Appropriations Act passed by the 88th Legislature included funding to maintain TRS-Care premiums at their current level through 2025. Also, the 86th Legislature passed Senate Bill 1682 which requires TRS to establish a contingency reserve in the TRS-Care fund equal to 60 days of expenditures. This amount is estimated at $381,400,000 as of August 31, 2025.

The premium rates for retirees are reflected in the following table:

TRS-Care Monthly Premium Rates

	Medicare	Non-Medicare
Retiree*	$ 75	$ 200
Retiree and Spouse	$ 280	$ 689
Retiree* and Children	$ 408	$ 408
Retiree and Family	$ 613	$ 999

* or surviving spouse

Contributions

Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions; and contributions from the state, active employees, and school districts are based upon public school district payroll. The TRS Board of Trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee rate which is 0.65% of salary. Section 1575.204 establishes an employer contribution rate of not less than 0.25% or not more than 0.75% of the salary of each active employee. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor:

	2026	2025	2024
Active Employee	0.65%	0.65%	0.65%
Non-employer Contribution Entity (State)	1.25%	1.25%	1.25%
Employers/District	0.75%	0.75%	0.75%
Federal/Private Funding Remitted by Employers*	1.25%	1.25%	1.25%

* Contributions paid from federal funds and private grants are remitted by the employer (District) and paid at the State rate.

The contribution amounts for the District's fiscal year 2026 are as follows:

District Contributions	$ 8,237,576
Member Contributions	$ 6,469,737
NECE On-behalf Contributions (State)	$ 11,720,116

The State of Texas contributed $8,156,406, $6,216,015, and $5,453,346 in 2026, 2025, and 2024, respectively, for on-behalf payments for Medicare Part D.

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to (regardless of whether or not they participate in the TRS-Care OPEB program). When hiring a TRS retiree, employers are required to pay TRS-Care a monthly surcharge of $535 per retiree.

Actuarial Methods and Assumptions

The actuarial valuation of the total OPEB liability was performed as of August 31, 2024. Update procedures were used to roll forward the total OPEB liability to August 31, 2025.

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuations performed for the pension plan, except that the OPEB valuation is more complex. The following assumptions used for the valuation of the TRS-Care OPEB liability are identical to the assumptions employed in the August 31, 2024 TRS annual pension actuarial valuation that was rolled forward to August 31, 2025:

Demographic Assumptions	Economic Assumptions
Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	
Rates of Disability	

See Note C for details on these assumptions. The demographic assumptions were developed in the experience study performed by TRS for the period ending August 31, 2021.

The active mortality rates were based on PUB (2010), Amount-Weighted, Below-Median Income, Teacher male and female tables (with a two-year set forward for males). The post-retirement mortality rates for healthy lives were based on the 2021 TRS of Texas Healthy Pensioner Mortality Tables. The rates were projected on a fully generational basis using the ultimate improvement rates from mortality projection scale MP-2021.

The initial medical trend rates were 7.35% for non-Medicare retirees and 9.00% for Medicare retirees. The initial prescription drug trend rate was 9.00% for all retirees. The initial trend rates decrease to an ultimate trend rate of 4.25% over a period of 14 years.

The following methods and additional assumptions were used in the TRS-Care OPEB valuation:

Actuarial Cost Method	Individual Entry Age Normal
Single Discount Rate	5.23% as of August 31, 2025
Inflation	2.30%
Aging Factors	Based on the Society of Actuaries' 2013 Study "Health Care Costs - from Birth to Death".
Election Rates	Normal retirement: 62% participation prior to age 65 and 25% after age 65. 30% of pre-65 retirees are assumed to discontinue coverage at age 65.
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claims costs.
Salary Increases	3.20% to 9.20%, including inflation
Ad hoc Post-employment Benefit Changes	None

Discount Rate

A single discount rate of 5.23% was used to measure the total OPEB liability as of August 31, 2025. This was an increase of 1.36% in the discount rate since the August 31, 2024 measurement date. Since the plan is a pay-as-you-go plan, the single discount rate is equal to the prevailing municipal bond rate.

Sensitivity of the Net OPEB Liability:

Discount Rate Sensitivity Analysis

The following table presents the District's proportionate share of the net OPEB liability for TRS-Care if the discount rate used was 1% less than and 1% greater than the discount rate that was used (5.23%) in measuring the net OPEB liability:

	1% Decrease 4.23%	Current Single Discount Rate 5.23%	1% Increase 6.23%
District's Proportionate Share of the Net OPEB Liability	$ 245,021,531	$ 208,636,340	$ 178,652,384

Healthcare Cost Trend Rates Sensitivity Analysis

The following presents the net OPEB liability of the plan using the assumed healthcare cost trend rate, as well as what the net OPEB liability would be if it were calculated using a trend rate that is 1% less than and 1% greater than the assumed health care cost trend rate:

	1% Decrease	Current Healthcare Cost Trend Rate	1% Increase
District's Proportionate Share of the Net OPEB Liability	$ 172,512,933	$ 208,636,340	$ 254,502,410

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources related to OPEB

At June 30, 2026, the District reported a liability of $208,636,340 for its proportionate share of the TRS's net OPEB liability. This liability reflects a reduction for State OPEB support provided by the District. The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's Proportionate Share of the Net OPEB Liability	$ 208,636,340
State's Proportionate Share of the Net OPEB Liability Associated with the District	276,802,240
Total	$ **485,438,580**

The net OPEB liability was measured as of August 31, 2025 and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of August 31, 2024 rolled forward to August 31, 2025. The District's proportion of the net OPEB liability was based on the District's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2024 through August 31, 2025.

At the measurement date of August 31, 2025, the District's proportion of the collective net OPEB liability was .8369797% which was a decrease of .069881% of the liability measured as of August 31, 2024.

For the fiscal year ended June 30, 2026, the District recognized net OPEB revenue of ($51,461,435) due to recognition of deferred inflows in excess of deferred outflows and current year expense, which includes the on-behalf portion of ($31,982,249) from the State.

At June 30, 2026, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Economic Experience	$ 40,817,440	$ 124,254,856
Changes of Assumptions	25,799,650	85,692,509
Net Difference Between Projected and Actual Earnings on OPEB Investments	-	1,283,145
Changes in Proportion and Differences Between District Contributions and Proportionate Share of Contributions (Cost-Sharing Plan)	20,007,657	32,634,706
District Contributions after Measurement Date	7,044,168	-
Totals	**$ 93,668,915**	**$ 243,865,216**

The $7,044,168 reported as deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the fiscal year ended June 30, 2027. Other amounts reported as deferred outflows of resources (deferred inflows of resources) related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30,	OPEB Expense (Benefit)
2027	$ (28,675,466)
2028	(35,551,439)
2029	(31,618,239)
2030	(20,373,968)
2031	(18,919,379)
Thereafter	(22,101,978)
Totals	$ **(157,240,469)**

Changes Since the Prior Actuarial Valuation

The following were changes to the actuarial assumptions or other inputs that affected measurement of the total OPEB liability since the prior measurement period:

- The discount rate changed from 3.87% as of August 31, 2024 to 5.23% as of August 31, 2025. Additionally, the salary increase rates were revised to match those used in the pension valuation, and the health care trend rates were reset to reflect the plan's anticipated experience.
- The tables used to model the impact of aging on the underlying claims were revised.

Change in Benefit Terms Since the Prior Measurement Date

There were no changes in benefit terms since the prior measurement date.

E. Shared Service Arrangement

The District is the fiscal agent for a Shared Services Arrangement (SSA) which provides deaf education services to eligible students residing in a member district, who are enrolled in the Regional Day School Program for the Deaf (RDSPD). Effective July 1, 2003, TEA issued revised procedures for RDSPD. Currently RDSPD and special education SSAs are governed by specific requirements found in the Texas Education Code (TEC) and the Texas Administrative Code (TAC). The TEC states that LEAs enter into a written contract to jointly operate their special education programs. Funds are allocated to the SSA in accordance with the SSA agreement. The District, acting as fiscal agent is responsible for budgeting, accounting, and personnel responsibilities related to the arrangement. The District is financially responsible to the TEA. In addition to the District, four other member districts are included in the SSA. According to guidance provided in TEA's Resource Guide, the District has accounted for the activities of the SSA in Special Revenue fund 435, Regional Day School for the Deaf. The SSA is accounted for using the accounting guidance outlined in Section 1.3.1 *Shared Services Arrangements* in the Special Accounting Treatment section of the Resource Guide, Update 19.0 – September 2023.

Expenditures of SSA for the fiscal year are summarized below:

Cypress-Fairbanks ISD	$ 1,987,413
Klein ISD	387,962
Spring Branch ISD	563,675
Tomball ISD	203,105
Waller ISD	140,352
Total	$ **3,282,507**

F. Nonmonetary Transactions

During 2026, the District received textbooks purchased by the State of Texas for the benefit of the District for a purchase price of $10,081,779. The textbooks purchased by the State on behalf of the District have been recorded in the Instructional Materials special revenue fund as both state revenue and expenditures.

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REQUIRED SUPPLEMENTARY INFORMATION

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit E-1**

REQUIRED SUPPLEMENTARY INFORMATION
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		Budgeted Amounts		Variance with Original Budget- Over (Under) Final Budget	Actual	Variance with Final Budget- Over (Under) Actual Amounts
		Original	Final Amended			
	REVENUES					
5700	Local, Intermediate, and Out-of-State	$ 519,896,304	$ 506,121,004	$ (13,775,300)	$ 499,127,871	$ (6,993,133)
5800	State Programs	653,050,487	691,393,235	38,342,748	682,902,751	(8,490,484)
5900	Federal Programs	7,500,000	10,361,706	2,861,706	10,598,534	236,828
5020	Total Revenues	1,180,446,791	1,207,875,945	27,429,154	1,192,629,156	(15,246,789)
	EXPENDITURES					
	Current:					
0011	Instruction	804,501,291	810,352,011	5,850,720	803,506,039	(6,845,972)
0012	Instructional Resources and Media Services	5,270,044	5,272,925	2,881	5,147,255	(125,670)
0013	Curriculum and Instructional Staff Development	10,083,466	9,908,193	(175,273)	9,486,583	(421,610)
0021	Instructional Leadership	9,709,630	12,851,160	3,141,530	11,693,440	(1,157,720)
0023	School Leadership	63,520,078	69,540,576	6,020,498	69,010,241	(530,335)
0031	Guidance, Counseling, and Evaluation Services	51,290,775	45,512,378	(5,778,397)	43,147,376	(2,365,002)
0032	Social Work Services	788,361	966,361	178,000	721,377	(244,984)
0033	Health Services	14,128,271	14,058,704	(69,567)	13,436,598	(622,106)
0034	Student Transportation	58,894,837	61,644,837	2,750,000	59,095,739	(2,549,098)
0036	Cocurricular/Extracurricular Activities	24,388,767	27,028,957	2,640,190	25,622,050	(1,406,907)
0041	General Administration	20,485,124	21,085,956	600,832	20,547,515	(538,441)
0051	Plant Maintenance and Operations	94,711,374	99,775,481	5,064,107	98,848,298	(927,183)
0052	Security and Monitoring Services	15,433,559	18,228,500	2,794,941	16,633,011	(1,595,489)
0053	Data Processing Services	29,745,307	29,288,422	(456,885)	24,079,337	(5,209,085)
0061	Community Services	10,927,379	10,881,279	(46,100)	10,229,056	(652,223)
	Debt Service:					
0071	Principal on Long-term Debt	2,627,821	16,449,007	13,821,186	8,635,357	(7,813,650)
0072	Interest on Debt	-	178,814	178,814	176,057	(2,757)
0073	Bond Issuance Costs and Fees	-	107,928	107,928	105,928	(2,000)
	Capital Outlay:					
0081	Facilities Acquisition and Construction	487,500	813,777	326,277	448,546	(365,231)
	Intergovernmental:					
0093	Payments to Fiscal Agents SSA	1,833,260	2,533,260	700,000	1,987,413	(545,847)
0095	Payments to Juvenile Justice Alternative Education Programs	64,800	64,800	-	55,626	(9,174)
0099	Other Intergovernmental Charges	7,528,000	6,228,000	(1,300,000)	5,988,497	(239,503)
6030	Total Expenditures	1,226,419,644	1,262,771,326	36,351,682	1,228,601,339	(34,169,987)
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	(45,972,853)	(54,895,381)	(8,922,528)	(35,972,183)	18,923,198
	OTHER FINANCING SOURCES					
7912	Sale of Real and Personal Property	500,000	500,000	-	558,635	58,635
7913	Leases and Subscriptions	-	7,791,162	7,791,162	6,006,981	(1,784,181)
7915	Transfers In	-	4,000,000	4,000,000	-	(4,000,000)
7080	Total Other Financing Sources	500,000	12,291,162	11,791,162	6,565,616	(5,725,546)
1200	Net Change in Fund Balance	(45,472,853)	(42,604,219)	2,868,634	(29,406,567)	13,197,652
0100	Fund Balance - Beginning	549,582,155	549,582,155	-	549,582,155	-
3000	**Fund Balance - Ending**	**$ 504,109,302**	**$ 506,977,936**	**$ 2,868,634**	**$ 520,175,588**	**$ 13,197,652**

See accompanying notes to the required supplementary information.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit F-1**

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
OF A COST-SHARING MULTIPLE-EMPLOYER PENSION PLAN
TEACHER RETIREMENT SYSTEM OF TEXAS (TRS)
FOR THE YEARS ENDED JUNE 30*

Year	District's Proportion of the Net Pension Liability	District's Proportionate Share of the Net Pension Liability	State's Proportionate Share of the Net Pension Liability Associated with the District	Total	District's Covered Payroll	District's Proportionate Share of the Net Pension Liability as a Percentage of its Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
2026	0.6513347%	$ 410,000,417	$ 556,237,157	$ 966,237,574	$ 938,402,129	43.69%	78.24%
2025	0.7064584%	431,534,266	549,371,459	980,905,725	951,010,252	45.38%	77.51%
2024	0.7144417%	490,752,495	629,473,633	1,120,226,128	911,147,047	53.86%	73.15%
2023	0.7023093%	416,942,962	578,583,493	995,526,455	877,439,714	47.52%	75.62%
2022	0.6657997%	169,555,630	269,878,977	439,434,607	843,348,571	20.11%	88.79%
2021	0.6499477%	348,098,746	553,051,322	901,150,068	804,652,158	43.26%	75.54%
2020	0.6827616%	354,920,841	529,567,796	884,488,637	762,279,265	46.56%	75.24%
2019	0.6776223%	372,979,777	568,614,728	941,594,505	733,169,312	50.87%	73.74%
2018	0.6589318%	210,690,891	335,905,736	546,596,627	702,805,721	29.98%	82.17%
2017	0.6768072%	255,755,374	391,578,041	647,333,415	680,099,389	37.61%	78.00%

* The amounts presented for the fiscal year were determined as of the Plan's fiscal year end, August 31 of the prior year.

See accompanying notes to the required supplementary information.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit F-2**

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF DISTRICT CONTRIBUTIONS TO THE PENSION PLAN
TEACHER RETIREMENT SYSTEM OF TEXAS (TRS)
FOR THE YEARS ENDED JUNE 30*

Year	Contractually Required Contributions	Contributions in Relation to the Contractually Required Contributions	Contribution Deficiency (Excess)	District's Covered Payroll	Contributions as a Percentage of Covered Payroll
2026	$ 41,359,846	$ 41,359,846	$ -	$ 995,345,199	4.16%
2025	38,310,460	38,310,460	-	939,954,378	4.08%
2024	40,275,912	40,275,912	-	952,045,298	4.23%
2023	36,002,064	36,002,064	-	904,993,077	3.98%
2022	31,906,256	31,906,256	-	872,079,715	3.66%
2021	27,807,342	27,807,342	-	833,605,821	3.34%
2020	26,437,326	26,437,326	-	799,535,092	3.31%
2019	23,962,977	23,962,977	-	756,172,768	3.17%
2018	22,641,715	22,641,715	-	728,682,163	3.11%
2017	21,580,068	21,580,068	-	699,416,288	3.09%

* The amounts presented for the fiscal year were determined as of the District's fiscal year end, June 30.

See accompanying notes to the required supplementary information.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit F-3**

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
OF A COST-SHARING MULTIPLE-EMPLOYER OPEB PLAN
TEACHER RETIREMENT SYSTEM OF TEXAS (TRS)
FOR THE YEARS ENDED JUNE 30*

Year	District's Proportion of the Net OPEB Liability	District's Proportionate Share of the Net OPEB Liability	State's Proportionate Share of the Net OPEB Liability Associated with the District	Total	District's Covered Payroll	District's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability
2026	0.8369797%	$ 208,636,340	$ 276,802,240	$ 485,438,580	$ 938,402,129	22.23%	18.26%
2025	0.9068607%	275,246,103	344,879,634	620,125,737	951,010,252	28.94%	13.70%
2024	0.9037555%	200,076,157	241,422,636	441,498,793	911,147,047	21.96%	14.94%
2023	0.8983915%	215,110,904	262,401,506	477,512,410	877,439,714	24.52%	11.52%
2022	0.8829836%	340,606,217	456,336,424	796,942,641	843,348,571	40.39%	6.18%
2021	0.8624130%	327,842,108	440,541,207	768,383,315	804,652,158	40.74%	4.99%
2020	0.8811352%	416,699,640	553,700,613	970,400,253	762,279,265	54.66%	2.66%
2019	0.8648468%	431,825,941	629,657,324	1,061,483,265	733,169,312	58.90%	1.57%
2018	0.8144462%	354,172,109	554,705,104	908,877,213	702,805,721	50.39%	0.91%

* The amounts presented for the fiscal year were determined as of the Plan's fiscal year end, August 31 of the prior year. Ten years of data is not available.

See accompanying notes to the required supplementary information.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit F-4**

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF DISTRICT CONTRIBUTIONS TO THE OPEB PLAN
TEACHER RETIREMENT SYSTEM OF TEXAS (TRS)
FOR THE YEARS ENDED JUNE 30*

Year	Contractually Required Contributions	Contributions in Relation to the Contractually Required Contributions	Contribution Deficiency (Excess)	District's Covered Payroll	Contributions as a Percentage of Covered Payroll
2026	$ 8,237,576	$ 8,237,576	$ -	$ 995,345,199	0.83%
2025	7,800,883	7,800,883	-	939,954,378	0.83%
2024	8,309,426	8,309,426	-	952,045,298	0.87%
2023	7,743,877	7,743,877	-	904,993,077	0.86%
2022	7,269,679	7,269,679	-	872,079,715	0.83%
2021	6,818,349	6,818,349	-	833,605,821	0.82%
2020	6,533,134	6,533,134	-	799,535,092	0.82%
2019	6,207,411	6,207,411	-	756,172,768	0.82%
2018	5,700,261	5,700,261	-	728,682,163	0.78%

* The amounts presented for the fiscal year were determined as of the District's fiscal year end, June 30. Ten years of data is not available.

See accompanying notes to the required supplementary information.

I. Budget

A. Budgetary Information

Each school district in Texas is required by law to prepare annually a budget of anticipated revenues and expenditures for the general fund, debt service fund, and the National School Breakfast and Lunch Program special revenue fund. The Texas Education Code requires the budget to be prepared not later than June 19 and adopted by June 30 of each year. The budgets are prepared on a basis of accounting that is used for reporting in accordance with generally accepted accounting principles.

The following procedures are followed in establishing the budgetary data reflected in the fund financial schedules:

1. Prior to June 19 of the preceding fiscal year, the District prepares a budget for the next succeeding fiscal year beginning July 1. The operating budget includes proposed expenditures and the means of financing them.
2. A meeting of the Board is then called for the purpose of adopting the proposed budget after ten days' public notice of the meeting has been given.
3. Prior to July 1, the budget is formally approved and adopted by the Board.

The appropriated budget is prepared by fund and function. The District's campus/department heads may make transfers of appropriations within a campus or department. Transfers of appropriations between campuses or departments require the approval of the District's management. Increasing any one of the functional spending categories, or revenue object accounts and other resources require the approval of the Board. The legal level of budgetary control (i.e., the level at which expenditures may not legally exceed appropriations) is the function level within a fund. All annual appropriations lapse at fiscal year end.

B. Variances with Final Budget

The District's general fund budget differs from the original budget due to budget revisions that were made during the fiscal period: amendments approved shortly after the beginning of the new fiscal year period for amounts restricted, committed, or assigned in the prior year; amendments in early and late spring to revise estimates for local and state revenues based on the latest information on student attendance numbers and tax collections; and amendments during the year for unexpected occurrences.

Differences between the original budget and the final amended budget of the general fund can be briefly summarized as follows:

	Estimated Revenues	
$	(13,775,300)	Net decrease in local revenue due to lower than anticipated tax receipts due to increases in the state homestead exemptions.
	38,342,748	Increase in state revenue due to legislative changes increasing state funding and providing additional state revenue to offset the increase in the state homestead exemptions, favorable freeze and prior year property value audits, and accrual of state funds for Teacher Incentive Allotment.
	2,861,706	Net increase in federal revenue due to indirect cost on various grant awards, E-rate reimbursements received, FEMA disaster relief revenue related to the Derecho storm and Hurricane Beryl offset by a reduction in School Health and Related Services (SHARS) revenue due to cost report adjustments and reduction of interim billings.
$	**27,429,154**	***Total Estimated Revenues Increase***

	Appropriations	
$	4,502,110	Net increase in payroll costs for payout of Teacher Incentive Allotment.
	6,590,703	Net increase in contracted services due to increased occupational and physical therapy services, and ongoing May 2024 Derecho storm repairs.
	11,150,941	Net increase in instructional software, Teacher Incentive Allotment program support costs, and supplies and other operating costs due to inflation and long lead times.
	14,107,928	Increase due to reclassification of Subscription Based Information Technology Agreements (SBITA) due to GASB 96.
$	**36,351,682**	***Total Estimated Appropriations Increase***

The review of the final amended budget versus actual for the general fund reflects that revenues were lower than budgetary estimates and expenditures were lower than budgetary estimates. At year end, actual revenues were less than final budgeted amounts by $15,246,789 primarily due to less tax receipts and interest collected and an allocation of state funding for the limitation of tax increases on homesteads of elderly or disabled. Operating expenditures were $34,169,987 less than final budgeted amounts due to expenditures recognized through year-end accrual adjustments and technology repairs and software renewal costs being less than anticipated.

II. Net Pension Liability and Net OPEB Liability

The following factors significantly affect trends in the amounts reported for the District's proportionate share of the net pension liability and net OPEB liability:

Changes in Actuarial Assumptions and Inputs

	Net Pension Liability		Net OPEB Liability
Measurement Date August 31,	Discount Rate	Long-Term Expected Rate of Return	Discount Rate (1)
2025	7.000%	7.000%	5.230%
2024	7.000%	7.000%	3.870%
2023	7.000%	7.000%	4.130%
2022	7.000%	7.000%	3.910%
2021	7.250%	7.250%	1.950%
2020	7.250%	7.250%	2.330%
2019	7.250%	7.250%	2.630%
2018	6.907%	7.250%	3.690%
2017	8.000%	8.000%	3.420%
2016	8.000%	8.000%	

Changes in Demographic and Economic Assumptions

For measurement date August 31, 2025 – Net Pension Liability:

- The 2025 Texas Legislature passed HB2, which modified the future compensation structure for active employees covered by the System. As a result, a new salary increase assumption was adopted for determining the Net Pension Liability as of the August 31, 2025 measurement date. All other actuarial assumptions and methods remain the same as used in the determination of the prior year's Net Pension Liability.

For measurement date August 31, 2025 – Net OPEB Liability:

- Salary increase rates were revised to match those used in the pension valuation, and the health care trend rates were reset to reflect the plan's anticipated experience.

For measurement date August 31, 2018 – Net Pension Liability and Net OPEB Liability:

- Demographic assumptions including post-retirement mortality, termination rates, and rates of retirement and economic assumptions, including rates of salary increase for individual participants were updated based on the experience study performed for TRS for the period ending August 31, 2017.

Changes in Benefit Terms

The 2023 Texas Legislature passed Senate Bill 10 (SB 10), which provided a stipend payment to certain retirees and variable ad hoc cost-of-living adjustments (COLA) to certain retirees in early fiscal year 2024. Due to its timing, the legislation and payments were not reflected in the August 31, 2023 actuarial valuation. Under the roll forward method, an adjustment was made to reflect the legislation in the rolled forward liabilities for the current measurement year, August 31, 2024. SB 10 and House Joint Resolution 2 (HJR 2) of the 88th Regular Legislative Session appropriated payments of $1.645 billion for one-time stipends and $3.355 billion for COLAs. This appropriation is treated as a supplemental contribution and included in other additions. Since the Legislature appropriated funds for this one-time stipend and COLA, there was no impact on the Net Pension Liability of TRS.

SUPPLEMENTARY INFORMATION

Combining and Individual Fund Financial Statements and Schedules

MAJOR GOVERNMENTAL FUNDS

Debt Service Fund

The Debt Service Fund is used to account for revenues from property taxes levied specifically for debt service and earnings on temporary investments and the expenditure of these revenues in payment of long-term debt principal, interest, and fees.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit G-1**

DEBT SERVICE FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE-
BUDGET AND ACTUAL
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		Budgeted Amounts		Variance with Original Budget- Over (Under)		Variance with Final Budget- Over (Under)
		Original	Final Amended	Final Budget	Actual	Actual Amounts
	REVENUES					
5700	Local, Intermediate, and Out-of-State	$ 283,875,152	$ 277,224,387	$ (6,650,765)	$ 275,847,806	$ (1,376,581)
5800	State Programs	35,017,931	60,961,845	25,943,914	66,918,122	5,956,277
5900	Federal Programs	84,432	85,352	920	85,352	-
5020	Total Revenues	318,977,515	338,271,584	19,294,069	342,851,280	4,579,696
	EXPENDITURES					
	Debt Service:					
0071	Principal on Long-term Debt	168,045,000	200,225,000	32,180,000	200,225,000	-
0072	Interest on Debt	150,932,515	145,973,045	(4,959,470)	145,973,045	-
0073	Bond Issuance Costs and Fees	-	2,825,813	2,825,813	1,881,428	(944,385)
6030	Total Expenditures	318,977,515	349,023,858	30,046,343	348,079,473	(944,385)
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	-	(10,752,274)	(10,752,274)	(5,228,193)	5,524,081
	OTHER FINANCING SOURCES (USES)					
7916	Premium from Issuance of Bonds	-	26,532,183	26,532,183	26,532,183	-
7901	Issuance of Refunding Bonds	-	290,900,000	290,900,000	290,900,000	-
8940	Payment to Refunded Bonds Escrow Agent	-	(315,585,019)	(315,585,019)	(315,585,019)	-
7080	Total Other Financing Sources (Uses)	-	1,847,164	1,847,164	1,847,164	-
1200	Net Change in Fund Balance	-	(8,905,110)	(8,905,110)	(3,381,029)	5,524,081
0100	Fund Balance - Beginning	169,988,302	169,988,302	-	169,988,302	-
3000	**Fund Balance - Ending**	**$ 169,988,302**	**$ 161,083,192**	**$ (8,905,110)**	**$ 166,607,273**	**$ 5,524,081**

NONMAJOR GOVERNMENTAL FUNDS

Special Revenue Funds

Special Revenue Funds are used to account for specific revenue sources which are legally restricted or committed to expenditures for specific purposes.

ESSA, Title X, Part C - Texas Education for the Homeless Children and Youth (TEHCY)
Accounts on a project basis for funds granted for a variety of staff development and supplemental services, including in-service training, counseling, psychological services and tutoring.

ESSA, Title I, Part A – Improving Basic Programs
Accounts on a project basis for funds allocated to the District to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.

IDEA – Part B, Formula
Accounts on a project basis for funds granted to operate educational programs for children with disabilities.

IDEA – Part B, Preschool
Accounts on a project basis for funds granted for preschool children with disabilities.

National School Breakfast and Lunch Program
Accounts for programs using federal reimbursement revenues originating from the United States Department of Agriculture (USDA).

Career and Technical – Basic Grant
Accounts on a project basis for funds granted to provide Career and Technical education to develop new and/or improve Career and Technical education programs for paid and unpaid employment.

ESSA, Title II, Part A – Supporting Effective Instruction
Accounts on a project basis for funds granted to provide financial assistance to the District to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools and to hold the District accountable for improving student academic achievement.

ESSA, Title III, Part A, English Language Acquisition and Language Enhancement
Accounts on a project basis for funds granted to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards.

Medicaid Administrative Claiming Program (MAC)
Accounts on a project basis for funds allocated to the District for reimbursement of eligible administrative costs for activities attributed to the implementation of the Medicaid state plan.

SPECIAL REVENUE FUNDS (Concluded)

Federally Funded Special Revenue Funds
Accounts on a project basis for federally funded special revenue funds that have not been specified elsewhere.

Shared Service Arrangements (SSA) – IDEA – Part B, Discretionary
Accounts on a project basis for the funds used to support Regional Day School for the Deaf programs and other emerging needs.

Shared Services Arrangements – IDEA - Part C, Early Intervention (Deaf)
Accounts on a project basis for funds granted to assist local Regional Day School for the Deaf programs and the Texas School for the Deaf in providing direct services to hearing impaired infants to toddlers, age birth through two years of age. The program provides supplemental and appropriate services to eligible students that are provided by a certified and trained teacher.

State Supplemental Visually Impaired (SSVI)
Accounts for State Supplemental Visually Impaired funds.

Advanced Placement Incentives
Accounts on a project basis for funds awarded to the District under the Texas Advanced Placement Award Incentive Program, Chapter 28, Subchapter C, TEC.

Instructional Materials Fund (IMA)
Accounts on a project basis for funds awarded to school districts under the instructional materials allotment.

State Funded Special Revenue Funds
Accounts for state funded special revenue funds that have not been specified above.

Shared Services Arrangements – Regional Day School for the Deaf
Accounts on a project basis for funds used by the fiscal agent of a shared services arrangement and the expenditure of funds for staff and activities of the Regional Day School Program for the Deaf.

Campus Activity Funds
Accounts for transactions related to a principal's activity fund that are not subject to recall by the District's Board of Trustees into the general fund.

Locally Funded Special Revenue Funds
Locally funded special revenue funds not specified above.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS
JUNE 30, 2026

Data Control Codes		206 ESSA Title X Part C Homeless Children and Youth	211 ESSA Title I Part A Improving Basic Programs	224 IDEA Part B Formula
	ASSETS			
1120	Investments	$ -	$ -	$ -
1240	Due from Other Governments	66,777	7,794,156	5,630,712
1260	Due from Other Funds	-	-	-
1290	Other Receivables	-	-	258
1300	Inventories, at Cost	-	-	-
1000	**Total Assets**	**$ 66,777**	**$ 7,794,156**	**$ 5,630,970**
	LIABILITIES			
2110	Accounts Payable	$ -	$ 246,150	$ 36,243
2160	Accrued Wages Payable	8,534	3,781,913	3,027,907
2170	Due to Other Funds	58,243	3,766,093	2,566,820
2300	Unearned Revenues	-	-	-
2000	Total Liabilities	**66,777**	**7,794,156**	**5,630,970**
	FUND BALANCES			
	Restricted For:			
3450	Grants - Education	-	-	-
3451	Grants - Nutrition	-	-	-
3452	Grants - Health	-	-	-
	Committed To:			
3545	Campus Activities	-	-	-
3000	Total Fund Balances	-	-	-
4000	**Total Liabilities and Fund Balances**	**$ 66,777**	**$ 7,794,156**	**$ 5,630,970**

225	240	244	255
IDEA Part B Preschool	**National School Breakfast and Lunch Program**	**Career and Technical Basic Grant**	**ESSA Title II Part A Supporting Effective Instruction**
$ -	$ 38,754,223	$ -	$ -
112,933	416,581	809,229	1,163,851
-	7,292	-	-
-	678	-	-
-	6,975,200	-	-
$ 112,933	**$ 46,153,974**	**$ 809,229**	**$ 1,163,851**
$ -	$ 273,705	$ -	$ 93,061
22,745	761,538	7,285	568,384
90,188	590,444	801,944	502,406
-	-	-	-
112,933	**1,625,687**	**809,229**	**1,163,851**
-	-	-	-
-	44,528,287	-	-
-	-	-	-
-	-	-	-
-	44,528,287	-	-
$ 112,933	**$ 46,153,974**	**$ 809,229**	**$ 1,163,851**

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS
JUNE 30, 2026

Data Control Codes		263 ESSA Title III Part A English Language Acquisition and Enhancement	272 Medicaid Administrative Claiming Program
	ASSETS		
1120	Current Investments	$ -	$ -
1240	Due from Other Governments	1,079,218	-
1260	Due from Other Funds	-	249,212
1290	Other Receivables	-	-
1300	Inventories, at Cost	-	-
1000	**Total Assets**	**$ 1,079,218**	**$ 249,212**
	LIABILITIES		
2110	Accounts Payable	$ -	$ -
2160	Accrued Wages Payable	259,791	67,990
2170	Due to Other Funds	819,427	-
2300	Unearned Revenues	-	-
2000	Total Liabilities	**1,079,218**	**67,990**
	FUND BALANCES		
	Restricted For:		
3450	Grants - Education	-	-
3451	Grants - Nutrition	-	-
3452	Grants - Health	-	181,222
	Committed To:		
3545	Campus Activities	-	-
3000	Total Fund Balances	-	181,222
4000	**Total Liabilities and Fund Balances**	**$ 1,079,218**	**$ 249,212**

289	315	340	385
Federally Funded Special Revenue Funds	**SSA IDEA Part B Discretionary**	**SSA IDEA Part C Early Intervention (Deaf)**	**State Supplemental Visually Impaired**
$ -	$ -	$ -	$ -
1,349,256	35,298	-	-
44,168	-	-	-
-	-	-	-
-	-	-	-
$ 1,393,424	**$ 35,298**	**$ -**	**$ -**
$ 557,265	$ -	$ -	$ -
404,884	23,294	-	-
367,643	12,004	-	-
-	-	-	-
1,329,792	**35,298**	**-**	**-**
63,632	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
63,632	-	-	-
$ 1,393,424	**$ 35,298**	**$ -**	**$ -**

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS
JUNE 30, 2026

		397	410	429
Data Control Codes		**Advanced Placement Incentives**	**Instructional Materials Fund (IMA)**	**State Funded Special Revenue Funds**
	ASSETS			
1120	Current Investments	$ -	$ -	$ -
1240	Due from Other Governments	-	2,483	-
1260	Due from Other Funds	10,861	771,282	395
1290	Other Receivables	-	-	-
1300	Inventories, at Cost	-	-	-
1000	**Total Assets**	**$ 10,861**	**$ 773,765**	**$ 395**
	LIABILITIES			
2110	Accounts Payable	$ -	$ 215,647	$ -
2160	Accrued Wages Payable	-	-	-
2170	Due to Other Funds	-	55,997	-
2300	Unearned Revenues	10,861	411,932	395
2000	Total Liabilities	**10,861**	**683,576**	**395**
	FUND BALANCES			
	Restricted For:			
3450	Grants - Education	-	90,189	-
3451	Grants - Nutrition	-	-	-
3452	Grants - Health	-	-	-
	Committed To:			
3545	Campus Activities	-	-	-
3000	Total Fund Balances	-	90,189	-
4000	**Total Liabilities and Fund Balances**	**$ 10,861**	**$ 773,765**	**$ 395**

435	461	499	
SSA Regional Day School for the Deaf	**Campus Activity Funds**	**Locally Funded Special Revenue Funds**	**Total Nonmajor Governmental Funds**
$ -	$ 14,995,962	$ 671,216	$ 54,421,401
613,751	-	-	19,074,245
71,105	39,334	573,241	1,766,890
-	19,103	-	20,039
-	-	-	6,975,200
$ 684,856	**$ 15,054,399**	**$ 1,244,457**	**$ 82,257,775**
$ -	$ 88,564	$ -	$ 1,510,635
684,856	-	5,680	9,624,801
-	1,194,100	-	10,825,309
-	-	338,931	762,119
684,856	**1,282,664**	**344,611**	**22,722,864**
-	-	899,846	1,053,667
-	-	-	44,528,287
-	-	-	181,222
-	13,771,735	-	13,771,735
-	13,771,735	899,846	59,534,911
$ 684,856	**$ 15,054,399**	**$ 1,244,457**	**$ 82,257,775**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		206 ESSA Title X Part C Homeless Children and Youth	211 ESSA Title I Part A Improving Basic Programs	224 IDEA Part B Formula
	REVENUES			
5700	Local, Intermediate, and Out-of-State	$ -	$ -	$ -
5800	State Programs	-	-	-
5900	Federal Programs	199,431	34,056,120	26,573,491
5020	Total Revenues	199,431	34,056,120	26,573,491
	EXPENDITURES			
	Current:			
0011	Instruction	73,312	24,568,390	7,578,281
0012	Instructional Resources and Media Services	-	119,886	-
0013	Curriculum and Instructional Staff Development	-	4,413,693	2,573,284
0021	Instructional Leadership	1,995	369,918	1,598,800
0023	School Leadership	-	1,089,270	224
0031	Guidance, Counseling, and Evaluation Services	17,863	2,241,708	14,360,295
0032	Social Work Services	104,252	130	-
0033	Health Services	-	-	459,502
0034	Student Transportation	-	60,000	-
0035	Food Services	-	-	-
0036	Cocurricular/Extracurricular Activities	-	3,623	-
0041	General Administration	2,009	-	-
0051	Plant Maintenance and Operations	-	-	-
0052	Security and Monitoring Services	-	-	-
0061	Community Services	-	1,189,502	3,105
	Capital Outlay:			
0081	Facilities Acquisition and Construction	-	-	-
6030	Total Expenditures	199,431	34,056,120	26,573,491
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	-
	OTHER FINANCING SOURCES			
7912	Sale of Real and Personal Property	-	-	-
7080	Total Other Financing Sources	-	-	-
1200	Net Change in Fund Balances	-	-	-
0100	Fund Balances - Beginning	-	-	-
3000	**Fund Balances - Ending**	**$ -**	**$ -**	**$ -**

225	240	244	255
IDEA Part B Preschool	**National School Breakfast and Lunch Program**	**Career and Technical Basic Grant**	**ESSA Title II Part A Supporting Effective Instruction**
$ -	$ 15,289,458	$ -	$ -
-	634,425	-	-
275,133	69,293,543	1,587,794	3,683,814
275,133	85,217,426	1,587,794	3,683,814
270,421	-	1,377,909	-
-	-	-	-
4,700	-	183,296	3,412,525
12	-	26,589	77,020
-	-	-	185,293
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	87,271,942	-	-
-	-	-	-
-	-	-	8,502
-	893,073	-	474
-	-	-	-
-	-	-	-
-	-	-	-
275,133	88,165,015	1,587,794	3,683,814
-	(2,947,589)	-	-
-	28,745	-	-
-	28,745	-	-
-	(2,918,844)	-	-
-	47,447,131	-	-
$ -	**$ 44,528,287**	**$ -**	**$ -**

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		263 ESSA Title III Part A English Language Acquisition and Enhancement	272 Medicaid Administrative Claiming Program
	REVENUES		
5700	Local, Intermediate, and Out-of-State	$ -	$ -
5800	State Programs	-	-
5900	Federal Programs	2,934,147	459,160
5020	Total Revenues	2,934,147	459,160
	EXPENDITURES		
	Current:		
0011	Instruction	1,266,080	-
0012	Instructional Resources and Media Services	-	-
0013	Curriculum and Instructional Staff Development	1,603,125	-
0021	Instructional Leadership	2,286	-
0023	School Leadership	-	-
0031	Guidance, Counseling, and Evaluation Services	-	-
0032	Social Work Services	-	-
0033	Health Services	-	411,494
0034	Student Transportation	-	-
0035	Food Services	-	-
0036	Cocurricular/Extracurricular Activities	-	-
0041	General Administration	-	-
0051	Plant Maintenance and Operations	-	-
0052	Security and Monitoring Services	-	-
0061	Community Services	62,656	-
	Capital Outlay:		
0081	Facilities Acquisition and Construction	-	-
6030	Total Expenditures	2,934,147	411,494
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	-	47,666
	OTHER FINANCING SOURCES		
7912	Sale of Real and Personal Property	-	-
7080	Total Other Financing Sources	-	-
1200	Net Change in Fund Balances	-	47,666
0100	Fund Balances - Beginning	-	133,556
3000	**Fund Balances - Ending**	**$ -**	**$ 181,222**

289	315	340	385
Federally Funded Special Revenue Funds	**SSA IDEA Part B Discretionary**	**SSA IDEA Part C Early Intervention (Deaf)**	**State Supplemental Visually Impaired**
$ -	$ -	$ -	$ -
-	-	-	20,000
3,113,218	200,615	255	-
3,113,218	200,615	255	20,000
1,854,701	157,982	255	20,000
21,784	-	-	-
353,404	-	-	-
143,670	42,633	-	-
-	-	-	-
536,970	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
201,263	-	-	-
14,128	-	-	-
-	-	-	-
3,125,920	200,615	255	20,000
(12,702)	-	-	-
-	-	-	-
-	-	-	-
(12,702)	-	-	-
76,334	-	-	-
$ 63,632	**$ -**	**$ -**	**$ -**

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		397 Advanced Placement Incentives	410 Instructional Materials Fund (IMA)	429 State Funded Special Revenue Funds
	REVENUES			
5700	Local, Intermediate, and Out-of-State	$ -	$ -	$ -
5800	State Programs	5,915	14,838,234	633,344
5900	Federal Programs	-	-	-
5020	Total Revenues	5,915	14,838,234	633,344
	EXPENDITURES			
	Current:			
0011	Instruction	-	14,838,232	-
0012	Instructional Resources and Media Services	-	-	891
0013	Curriculum and Instructional Staff Development	5,915	-	1,049
0021	Instructional Leadership	-	-	-
0023	School Leadership	-	-	-
0031	Guidance, Counseling, and Evaluation Services	-	-	-
0032	Social Work Services	-	-	-
0033	Health Services	-	-	-
0034	Student Transportation	-	-	-
0035	Food Services	-	-	-
0036	Cocurricular/Extracurricular Activities	-	-	-
0041	General Administration	-	-	-
0051	Plant Maintenance and Operations	-	-	-
0052	Security and Monitoring Services	-	-	-
0061	Community Services	-	-	-
	Capital Outlay:			
0081	Facilities Acquisition and Construction	-	-	631,404
6030	Total Expenditures	5,915	14,838,232	633,344
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	-	2	-
	OTHER FINANCING SOURCES			
7912	Sale of Real and Personal Property	-	-	-
7080	Total Other Financing Sources	-	-	-
1200	Net Change in Fund Balances	-	2	-
0100	Fund Balances - Beginning	-	90,187	-
3000	**Fund Balances - Ending**	**$ -**	**$ 90,189**	**$ -**

	435	461	499	
	SSA Regional Day School for the Deaf	**Campus Activity Funds**	**Locally Funded Special Revenue Funds**	**Total Nonmajor Governmental Funds**
$	2,867,850	$ 15,154,579	$ 199,345	$ 33,511,232
	1,648,760	-	-	17,780,678
	-	-	-	142,376,721
	4,516,610	15,154,579	199,345	193,668,631
	3,535,336	14,331,663	11,091	69,883,653
	-	-	-	142,561
	-	-	58,631	12,609,622
	552,602	-	-	2,815,525
	34,950	-	-	1,309,737
	393,722	-	-	17,550,558
	-	-	-	104,382
	-	-	-	870,996
	-	-	-	60,000
	-	-	-	87,271,942
	-	20	-	3,643
	-	-	17,272	27,783
	-	-	-	893,547
	-	-	-	201,263
	-	-	-	1,269,391
	-	-	-	631,404
	4,516,610	14,331,683	86,994	195,646,007
	-	822,896	112,351	(1,977,376)
	-	-	-	28,745
	-	-	-	28,745
		822,896	112,351	(1,948,631)
	-	12,948,839	787,495	61,483,542
$	**-**	**$ 13,771,735**	**$ 899,846**	**$ 59,534,911**

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CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit H-3**

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE-
BUDGET AND ACTUAL
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final Amended	Variance with Original Budget- Over (Under) Final Budget	Actual	Variance with Final Budget- Over (Under) Actual Amounts
	REVENUES					
5700	Local, Intermediate, and Out-of-State	$ 13,810,363	$ 15,310,363	$ 1,500,000	15,289,458	$ (20,905)
5800	State Programs	337,062	337,062	-	634,425	297,363
5900	Federal Programs	61,704,191	71,204,191	9,500,000	69,293,543	(1,910,648)
5020	Total Revenues	75,851,616	86,851,616	11,000,000	85,217,426	(1,634,190)
	EXPENDITURES					
	Current:					
0035	Food Services	77,906,172	88,156,172	10,250,000	87,271,942	(884,230)
0051	Plant Maintenance and Operations	1,266,279	1,266,279	-	893,073	(373,206)
0071	Principal on Long-term Debt	-	30,000	30,000	-	(30,000)
0081	Facilities Acquisition and Construction	-	110,000	110,000	-	(110,000)
6030	Total Expenditures	79,172,451	89,562,451	10,390,000	88,165,015	(1,397,436)
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	(3,320,835)	(2,710,835)	610,000	(2,947,589)	(236,754)
	OTHER FINANCING SOURCES					
7912	Sale of Real and Personal Property	-	-	-	28,745	28,745
7080	Total Other Financing Sources	-	-	-	28,745	28,745
1200	Net Change in Fund Balance	(3,320,835)	(2,710,835)	610,000	(2,918,844)	(208,009)
0100	Fund Balance - Beginning	47,447,131	47,447,131	-	47,447,131	-
3000	**Fund Balance - Ending**	**$ 44,126,296**	**$ 44,736,296**	**$ 610,000**	**44,528,287**	**$ (208,009)**

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COMPLIANCE SCHEDULES – TEXAS EDUCATION AGENCY

Schedule of Delinquent Taxes Receivable

The Schedule of Delinquent Taxes Receivable is required by the Texas Education Agency and is not a required disclosure in the Annual Comprehensive Financial Report.

Use of Funds Report – Select State Allotment Programs

The Use of Funds Report is required by the Texas Education Agency and is not a required disclosure in the Annual Comprehensive Financial Report.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Year Ended June 30	Tax Rates		Assessed Taxable Value For School Tax Purposes
	Maintenance	Debt Service	
2017 and Prior Years	$ Various	$ Various	$ Various
2018	1.04	0.40	48,750,997,500
2019	1.06	0.38	50,346,242,500
2020	0.97	0.40	53,866,163,796
2021	0.9555	0.40	56,633,382,252
2022	0.9292	0.41	59,572,765,532
2023	0.8948	0.40	66,574,400,880
2024	0.6811	0.40	66,720,005,501
2025	0.6869	0.40	70,811,240,207
2026	0.6669	0.40	69,135,589,184
Totals			

Exhibit J-1

Beginning Balance 7/1/25	Current Year's Total Levy	Maintenance Collections	Debt Service Collections	Entire Year's Adjustments	Ending Balance 6/30/26	Total Taxes Refunded Under Section 26.1115(c)
$ 5,026,318	$ -	$ 124,271	$ 42,340	$ (5,337)	$ 4,854,370	
1,356,445	-	18,124	6,971	(2,531)	1,328,819	
1,202,821	-	32,459	11,636	(2,219)	1,156,507	
1,471,783	-	36,560	15,076	(25,643)	1,394,504	
2,080,772	-	92,018	38,522	(31,260)	1,918,972	
2,271,339	-	132,143	58,307	(63,770)	2,017,119	
4,284,026	-	249,502	111,534	(61,263)	3,861,727	
4,899,763	-	(793,107)	(465,780)	(2,725,890)	3,432,760	
17,372,235	-	(1,508,262)	(878,301)	(14,057,130)	5,701,668	
-	737,607,601	451,228,777	270,642,541	-	15,736,283	
$ 39,965,502	**$ 737,607,601**	**$ 449,612,485**	**$ 269,582,846**	**$ (16,975,043)**	**$ 41,402,729**	
						$ 481,406

Reconciliation of Ending Balance to Exhibit B-1:	
Ending Balance at 6/30/26	$ 41,402,729
Less: Uncollectible Taxes	(7,011,772)
Adjusted Ending Balance	34,390,957
Property Taxes Receivable (Net) per Exhibit B-1	**$ 34,390,957**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Exhibit J-4**
USE OF FUNDS REPORT – SELECT STATE ALLOTMENT PROGRAMS
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

Data Codes		Responses
	Bilingual Education Programs	
AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	$ 13,879,754
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PIC 25)	$ 38,110,467















Statistical Section











STATISTICAL SECTION

The statistical section of the Cypress-Fairbanks Independent School District's Annual Comprehensive Financial Report presents detailed information (both current and historical) as a context for understanding what the information in the financial statements, note disclosures, required supplementary information, and supplementary information says about the District's economic condition and overall financial health. To assist financial statement users, the section is categorized as follows:

Financial Trends
These schedules contain trend information to assist in understanding how the District's financial performance and position have changed over time.

Revenue Capacity
These schedules contain information to help assess the factors affecting the District's most significant local revenue source, the property tax.

Debt Capacity
These schedules present information to assist in assessing the affordability of the District's current debt burden and its ability to issue additional debt in the future. The District is not subject to a legal debt margin.

Demographic and Economic Information
These schedules offer demographic and economic indicators to aid in understanding the socioeconomic environment in which the District operates and to facilitate comparisons over time.

Operating Information
These schedules contain information about the District's operations and resources to assist in using the financial statement information to better understand and assess the District's economic condition.

Sources: Unless otherwise noted, the information in these schedules is derived from the Annual Comprehensive Financial Report for the relevant year.

Note: GASB Statement No. 44 indicates governments are allowed to and should use alternative indicators for calculating ratios if they are more relevant to their circumstances (Table 9, Table 10, Table 12 and Table 15).

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

NET POSITION BY COMPONENT
LAST TEN FISCAL YEARS
(ACCRUAL BASIS OF ACCOUNTING)

	2026	2025	2024	2023
Governmental Activities:				
Net Investment in Capital Assets	$ 267,580,355	$ 232,236,987	$ 91,214,733	$ 14,689,411
Restricted	171,078,573	172,434,063	167,196,532	146,405,872
Unrestricted	(740,775,208)	(776,486,456)	(665,877,827)	(585,014,687)
Total Governmental Activities Net Position (Deficit)	**(302,116,280)**	**(371,815,406)**	**(407,466,562)**	**(423,919,404)**
Business-type Activities:				
Net Investment in Capital Assets	(10,217)	(10,115)	(4,518)	(6,530)
Unrestricted	4,983,156	3,481,553	997,848	857,814
Total Business-type Activities Net Position	**4,972,939**	**3,471,438**	**993,330**	**851,284**
Primary Government:				
Net Investment in Capital Assets (1)	267,570,138	232,226,872	91,210,215	14,682,881
Restricted	171,078,573	172,434,063	167,196,532	146,405,872
Unrestricted	(735,792,052)	(773,004,903)	(664,879,979)	(584,156,873)
Total Primary Government Activities Net Position (Deficit)	**$ (297,143,341)**	**$ (368,343,968)**	**$ (406,473,232)**	**$ (423,068,120)**

(1) The fluctuations are due to the issuance and non-issuance of debt.

(2) Net position decreased primarily due to the effects of adjustments for the implementation of GASB 75 relating to OPEB.

Table 1

2022	2021	2020	2019	2018	2017
$ (42,099,681)	$ (40,726,498)	$ (54,919,105)	$ (71,787,597)	$ (88,571,599)	$ (89,611,599)
114,575,743	86,603,292	87,882,774	83,531,956	73,723,122	58,547,432
(560,627,724)	(576,647,415)	(496,949,990)	(424,984,090)	(423,944,375)	105,222,629
(488,151,662)	**(530,770,621)**	**(463,986,321)**	**(413,239,731)**	**(438,792,852)**	**74,158,462**
-	-	-	-	-	-
906,842	545,137	1,221,111	1,206,578	1,026,791	720,985
906,842	**545,137**	**1,221,111**	**1,206,578**	**1,026,791**	**720,985**
(42,099,681)	(40,726,498)	(54,919,105)	(71,787,597)	(88,571,599)	(89,611,599)
114,575,743	86,603,292	87,882,774	83,531,956	73,723,122	58,547,432
(559,720,882)	(576,102,278)	(495,728,879)	(423,777,512)	(422,917,584) (2)	105,943,614
$ (487,244,820)	**$ (530,225,484)**	**$ (462,765,210)**	**$ (412,033,153)**	**$ (437,766,061)**	**$ 74,879,447**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
CHANGES IN NET POSITION
LAST TEN FISCAL YEARS
(ACCRUAL BASIS OF ACCOUNTING)

	2026	2025	2024	2023
Expenses				
Governmental Activities:				
Instruction	$ 927,262,578 (1)	$ 852,256,838	$ 902,831,947	$ 867,500,924
Instructional Resources and Media Services	5,689,000	10,518,587	14,620,763	13,448,304
Curriculum and Instructional Staff Development	21,580,729	24,109,734	34,976,280	32,321,015
Instructional Leadership	13,765,415	13,808,647	15,747,748	13,839,266
School Leadership	73,876,583	84,493,739	82,939,025	70,564,539
Guidance, Counseling, and Evaluation Services	57,342,781	55,413,771	67,451,335	56,824,210
Social Work Services	826,185	839,219	1,426,179	1,331,991
Health Services	15,255,540	13,042,707	14,286,280	14,171,598
Student Transportation	62,238,855 (2)	54,620,949	54,383,880	52,540,249
Food Services	98,059,663	97,238,029	88,461,602	75,012,258
Cocurricular/Extracurricular Activities	29,526,187	43,275,458	43,610,448	42,439,590
General Administration	22,111,961	20,517,232	22,706,131	21,900,924
Plant Maintenance and Operations	107,574,535	94,062,153	91,282,513	88,526,920
Security and Monitoring Services	17,478,845	18,790,831	18,352,537	16,207,817
Data Processing Services	28,553,126	31,754,633	40,882,561	42,610,475
Community Services	12,551,254	9,950,263	10,736,789	10,009,304
Interest on Debt	109,060,536	132,377,185	136,346,391	111,132,525
Bond Issuance Costs and Fees	1,987,356	4,778,190	6,138,584	5,308,864
Facilities Repair and Maintenance	14,357,023	18,960,003	16,456,013	16,514,180
Payments to Fiscal Agents SSA	1,987,413	1,925,883	1,799,428	1,714,279
Payments to Juvenile Justice Alternative Ed. Prog.	55,626	63,600	18,800	11,200
Other Intergovernmental Charges	5,988,497	5,745,204	6,375,038	6,171,163
Total Governmental Activities Expenses	1,627,129,688	1,588,542,855	1,671,830,272	1,560,101,595
Business-type Activities:				
Community Programs	6,456,524	5,377,471	5,523,916	5,770,527
Total Primary Government Expenses	1,633,586,212	1,593,920,326	1,677,354,188	1,565,872,122
Program Revenues				
Governmental Activities:				
Charges for Services:				
Instruction	26,865,901	24,280,584	23,174,277	22,593,132
Food Services	14,023,696	13,767,358	13,863,119	13,821,597
Cocurricular/Extracurricular Activities	2,924,796	2,979,842	2,954,664	2,893,059
General Administration	-	-	-	-
Other Activities	4,526,685	3,530,948	2,777,209	2,265,161
Operating Grants and Contributions	248,863,038	209,719,457	340,382,840	263,011,229
Total Governmental Activities Program Revenues	297,204,116	254,278,189	383,152,109	304,584,178
Business-type Activities:				
Charges for Services	7,765,160	7,732,993	6,964,365	7,036,371
Total Primary Government Program Revenues	304,969,276	262,011,182	390,116,474	311,620,549
Net (Expense)/Revenue				
Total Primary Government Net Expense	**$ (1,328,616,936)**	**$ (1,331,909,144)**	**$ (1,287,237,714)**	**$ (1,254,251,573)**
General Revenues and Other Changes in Net Position				
Governmental Activities:				
Property Taxes, Levied for General Purposes	$ 454,690,747 (3)	$ 478,177,888	$ 442,358,773	$ 589,729,829
Property Taxes, Levied for Debt Service	272,119,856	277,935,703	261,809,487	263,982,953
Investment Earnings	48,678,437 (4)	65,447,772	76,016,722	51,738,125
Grants and Contributions Not Restricted to Specific Programs	615,993,312 (5)	545,830,075	517,707,958	405,750,131
Miscellaneous	8,142,346	11,526,792	5,838,065	7,148,637
Transfers	-	-	1,400,000	1,400,000
Total Governmental Activities General Revenues/Transfers	1,399,624,698	1,378,918,230	1,305,131,005	1,319,749,675
Business-type Activities:				
Investment Earnings	192,865	122,586	101,597	78,598
Transfers	-	-	(1,400,000)	(1,400,000)
Total Business-type Activities General Revenues/Transfers	192,865	122,586	(1,298,403)	(1,321,402)
Total Primary Government Revenues	**$ 1,399,817,563**	**$ 1,379,040,816**	**$ 1,303,832,602**	**$ 1,318,428,273**
Change in Net Position				
Governmental Activities	69,699,126	44,653,564	16,452,842	64,232,258
Business-type Activities	1,501,501	2,478,108	142,046	(55,558)
Total Change in Net Position	**$ 71,200,627**	**$ 47,131,672**	**$ 16,594,888**	**$ 64,176,700**

(1) The increase is primarily due to increase in salaries for the state funded Teacher Retention Allotment and Teacher Incentive Allotment.

(2) The increase is primarily due to reinstatement of bus routes within two miles of campus.

(3) The decrease is due to the expiration of 2 disaster pennies and increase in state homestead exemptions.

Table 2

2022	2021	2020	2019	2018	2017
$ 778,020,572	$ 840,583,262	$ 828,449,986	$ 758,429,763	$ 493,963,770	$ 698,333,067
11,705,018	12,469,647	12,441,703	11,768,131	8,764,373	10,873,350
23,040,944	25,511,185	26,510,557	24,743,250	16,396,952	22,058,882
12,392,729	13,318,569	14,327,129	13,249,417	7,970,060	11,997,375
63,932,937	66,014,904	67,443,530	63,877,326	40,903,700	57,630,018
44,552,211	47,468,074	47,261,072	41,818,953	23,659,881	35,865,818
1,194,396	1,269,534	1,230,215	1,071,532	908,589	1,036,437
12,929,045	14,056,964	14,573,080	11,911,758	8,355,799	10,885,642
51,794,124	51,220,049	55,826,453	57,730,399	40,013,922	50,791,730
67,845,712	62,256,083	65,093,263	69,283,850	54,113,471	64,439,209
35,945,634	37,495,795	35,742,469	35,663,079	28,434,939	31,606,116
19,631,867	22,419,189	19,305,008	15,733,505	13,155,120	17,428,978
90,095,749	95,878,622	81,696,551	80,381,678	64,162,311	77,861,018
15,285,286	14,616,653	14,893,423	14,599,341	8,674,962	11,435,763
32,366,843	39,457,955	16,893,886	14,858,539	10,496,357	14,726,806
9,232,861	7,582,815	9,466,838	10,408,457	4,731,910	10,727,096
105,722,270	107,061,292	100,381,285	100,185,353	99,675,434	95,624,106
2,427,532	4,720,608	3,037,933	3,828,009	1,582,602	3,164,626
11,886,665	12,580,626	6,188,146	13,383,109	17,548,376	7,873,909
1,632,561	1,737,474	1,487,343	1,269,902	1,302,185	823,895
5,400	3,600	8,866	3,600	3,597	7,120
5,797,199	5,487,421	5,475,617	5,359,181	5,164,085	4,947,598
1,397,437,555	1,483,210,321	1,427,734,353	1,349,558,132	949,982,395	1,240,138,559
4,660,973	4,183,292	5,681,794	6,151,335	6,960,976	10,288,180
1,402,098,528	1,487,393,613	1,433,416,147	1,355,709,467	956,943,371	1,250,426,739
20,989,275	13,957,664	16,781,582	20,919,333	19,047,364	19,236,988
4,040,917	2,051,978	11,677,909	16,257,713	13,539,334	17,946,936
2,505,982	1,326,325	1,422,127	1,541,408	1,524,210	1,566,431
-	-	-	-	-	541,082
1,961,017	703,227	1,366,050	1,955,474	2,241,410	1,903,768
213,945,654	245,028,950	218,249,236	221,523,759	(43,825,935)	147,853,651
243,442,845	263,068,144	249,496,904	262,197,687	(7,473,617)	189,048,856
6,467,608	3,505,764	5,846,899	8,758,376	9,724,036	10,809,379
249,910,453	266,573,908	255,343,803	270,956,063	2,250,419	199,858,235
$ (1,152,188,075)	**$ (1,220,819,705)**	**$ (1,178,072,344)**	**$ (1,084,753,404)**	**$ (954,692,952)**	**$ (1,050,568,504)**
$ 547,431,040	$ 537,693,718	$ 518,333,074	$ 529,309,377	$ 499,875,369	$ 482,598,888
241,955,134	225,000,833	214,006,268	189,987,915	197,262,518	186,052,714
4,242,228	3,082,990	20,014,408	25,743,491	14,758,137	8,825,837
383,183,042	380,697,856	368,815,205	353,839,011	331,264,783	337,586,938
18,351,329	5,788,589	6,121,904	11,533,772	20,559,491	8,656,413
1,450,896	-	200,000	2,500,000	2,500,000	537,000
1,196,613,669	1,152,263,986	1,127,490,859	1,112,913,566	1,066,220,298	1,024,257,790
5,966	1,554	49,428	72,746	42,746	16,025
(1,450,896)	-	(200,000)	(2,500,000)	(2,500,000)	(537,000)
(1,444,930)	1,554	(150,572)	(2,427,254)	(2,457,254)	(520,975)
$ 1,195,168,739	**$ 1,152,265,540**	**$ 1,127,340,287**	**$ 1,110,486,312**	**$ 1,063,763,044**	**$ 1,023,736,815**
42,618,959	(67,878,191)	(50,746,590)	25,553,121	108,764,286	(26,831,913)
361,705	(675,974)	14,533	179,787	305,806	224
$ 42,980,664	**$ (68,554,165)**	**$ (50,732,057)**	**$ 25,732,908**	**$ 109,070,092**	**$ (26,831,689)**

(4) The decrease is primarily due to a decrease in interest rates.

(5) The increase is primarily due to legislative changes increasing state funding and providing additional state revenue to offset the increase in the state homestead exemptions.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
FUND BALANCES
GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS
(MODIFIED ACCRUAL BASIS OF ACCOUNTING)

	2026	2025	2024	2023
General Fund (1)				
Nonspendable	$ 4,543,107	$ 4,707,161	$ 4,675,693	$ 4,988,422
Committed	5,271,528	6,157,694	6,861,658	6,768,069
Assigned	128,692,464	83,632,310	112,702,705	174,268,429
Unassigned	381,668,489	455,084,990	436,443,934	370,678,717
Total General Fund	**$ 520,175,588**	**$ 549,582,155**	**$ 560,683,990**	**$ 556,703,637**
All Other Governmental Funds (1)				
Nonspendable	$ -	$ -	$ -	$ -
Restricted (2)	452,103,599	720,144,228	678,504,608	916,082,429
Committed	13,771,735	12,948,839	11,595,391	11,413,891
Total All Other Governmental Funds	**$ 465,875,334**	**$ 733,093,067**	**$ 690,099,999**	**$ 927,496,320**

(1) The variances in the fiscal year fund balances are explained in the governmental funds section of the Management's Discussion and Analysis.
(2) The fluctuations are primarily due to the outlay of bond proceeds for capital projects.

Table 3

2022	2021	2020	2019	2018	2017
$ 4,189,761	$ 4,357,339	$ 4,953,133	$ 3,837,025	$ 3,175,312	$ 3,045,063
6,562,538	6,072,472	-	-	-	-
147,225,242	127,402,015	78,766,843	62,608,416	24,688,441	20,370,119
362,286,594	382,432,309	434,134,335	452,241,483	422,556,573	404,083,416
$ 520,264,135	**$ 520,264,135**	**$ 517,854,311**	**$ 518,686,924**	**$ 450,420,326**	**$ 427,498,598**
$ -	$ -	$ -	$ -	$ -	$ 3,842,202
607,256,757	823,021,258	661,641,829	452,884,309	489,291,878	488,918,035
9,776,916	8,069,647	8,840,238	7,990,615	7,500,558	6,550,376
$ 617,033,673	**$ 831,090,905**	**$ 670,482,067**	**$ 460,874,924**	**$ 496,792,436**	**$ 499,310,613**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS
(MODIFIED ACCRUAL BASIS OF ACCOUNTING)

	2026	2025	2024	2023
REVENUES				
Local, Intermediate, and Out-of-State	$ 825,410,866 (1)	$ 872,725,646	$ 825,238,905	$ 948,074,623
State Programs	767,601,551 (2)	664,719,545	613,516,187	463,749,972
Federal Programs	153,060,607	140,460,771	268,614,200	250,168,114
Total Revenues	1,746,073,024	1,677,905,962	1,707,369,292	1,661,992,709
EXPENDITURES				
Current:				
Instruction	876,865,083	827,197,260	853,761,672	851,294,134
Instructional Resources and Media Services	5,289,816	5,123,301	9,538,191	9,208,933
Curriculum and Instructional Staff Development	22,096,205	23,740,888	33,249,465	32,431,849
Instructional Leadership	14,508,965	14,012,006	15,296,740	14,295,535
School Leadership	70,319,978	67,350,797	64,706,163	56,582,598
Guidance, Counseling, and Evaluation Services	60,697,934	57,846,511	61,790,670	57,066,941
Social Work Services	825,759	834,299	1,424,140	1,360,589
Health Services	14,307,594	13,793,182	14,674,690	14,813,340
Student Transportation	60,866,384	49,691,314	48,954,108	60,368,406
Food Services	87,271,942	87,273,380	74,439,829	65,266,243
Cocurricular/Extracurricular Activities	25,625,693	24,421,959	25,177,666	24,968,502
General Administration	20,659,120	18,387,005	20,470,035	19,784,450
Plant Maintenance and Operations	102,778,143	96,746,096	97,250,454	92,271,311
Security and Monitoring Services	17,136,026	18,569,343	17,817,486	17,789,000
Data Processing Services	30,570,192	54,814,744	44,553,122	43,914,350
Community Services	11,498,447	11,034,667	11,680,600	10,994,111
Debt Service:				
Principal on Long-term Debt	208,860,357	164,819,307	150,282,130	138,733,717
Interest on Debt	146,149,102	147,123,319	140,359,662	126,773,945
Bond Issuance Costs and Fees	1,987,356	4,992,581	6,138,584	5,308,864
Capital Outlay:				
Facilities Acquisition and Construction	277,902,730	286,933,494	250,130,454	304,993,482
Intergovernmental:				
Payments to Fiscal Agents SSA	1,987,413	1,925,883	1,799,428	1,714,279
Payments to Juvenile Justice Alternative Education Programs	55,626	63,600	18,800	11,200
Other Intergovernmental Charges	5,988,497	5,745,204	6,375,038	6,171,163
Total Expenditures	2,064,248,362	1,982,440,140	1,949,889,127	1,956,116,942
Deficiency of Revenues Under Expenditures	(318,175,338)	(304,534,178)	(242,519,835)	(294,124,233)
OTHER FINANCING SOURCES (USES)				
Issuance of Bonds	-	292,535,000	-	601,765,000
Sale of Real and Personal Property	13,696,893	659,365	656,235	642,348
Leases and Subscriptions	6,006,981	16,004,681	4,671,062	-
Financed Purchases	-	-	114,874	378,761
Transfers In	-	-	1,400,000	1,400,000
Premium from Issuance of Bonds	26,532,183	63,330,707	20,880,074	57,053,523
Issuance of Refunding Bonds	290,900,000	395,800,000	312,175,000	124,405,000
Payment to Refunded Bonds Escrow Agent	(315,585,019)	(431,904,342)	(330,793,378)	(144,618,250)
Transfers Out	-	-	-	-
Total Other Financing Sources (Uses)	21,551,038	336,425,411	9,103,867	641,026,382
Net Change in Fund Balances	**$ (296,624,300)**	**$ 31,891,233**	**$ (233,415,968)**	**$ 346,902,149**
Debt Service (Principal and Interest) as a Percentage of Noncapital Expenditures (3)	19.86%	18.58%	17.10%	16.13%

(1) The decrease is due to the expiration of 2 disaster pennies and increase in state homestead exemptions.

(2) The increase is due to favorable freeze and prior year property value audits, legislative changes increasing state funding, to offset the increase in the state homestead exemptions, and the Teacher Retention and Incentive Allotments.

2022	2021	2020	2019	2018	2017
$ 833,837,038	$ 789,266,326	$ 785,441,415	$ 798,633,575	$ 764,168,908	$ 729,698,529
434,959,500	430,770,396	436,545,684	426,229,929	381,935,747	385,515,556
237,323,082	190,649,657	109,551,751	117,288,926	113,695,603	93,212,660
1,506,119,620	1,410,686,379	1,331,538,850	1,342,152,430	1,259,800,258	1,208,426,745
799,385,447	776,537,952	714,495,603	666,865,535	665,430,416	640,499,476
8,610,973	8,866,891	8,473,927	8,140,441	8,296,212	7,939,560
25,213,988	23,757,839	22,521,524	22,024,904	21,962,920	20,516,031
13,559,845	12,585,246	12,546,253	12,029,962	11,255,728	11,391,373
54,639,811	52,275,186	51,014,309	49,063,526	48,217,775	46,211,215
48,986,095	45,859,638	42,369,075	38,521,494	36,642,413	34,500,788
1,242,693	1,267,816	1,196,581	1,049,979	1,081,852	1,042,265
13,853,435	13,816,192	13,583,098	11,308,113	11,518,045	10,688,515
67,536,736	68,613,032	46,843,441	56,401,865	42,800,153	48,465,451
62,494,364	50,819,918	54,029,110	57,779,374	55,497,606	55,696,757
23,021,469	21,841,052	20,459,602	21,402,264	20,620,595	19,126,777
19,323,586	17,483,877	17,363,819	16,656,552	16,222,364	15,628,958
92,797,705	95,280,675	78,216,853	77,501,461	78,935,180	76,013,594
14,859,313	13,497,549	13,382,185	12,398,706	12,125,976	10,051,945
32,439,165	42,541,421	25,202,121	18,454,935	13,578,640	24,744,213
10,277,907	7,798,523	8,778,328	9,906,563	9,733,623	11,014,310
124,380,646	106,295,000	94,710,000	88,520,000	86,205,000	69,970,000
124,866,337	118,796,816	110,374,391	116,870,813	108,538,328	104,504,040
2,427,532	4,720,608	3,037,933	3,828,009	1,582,602	21,339,626
315,047,578	218,776,675	169,223,637	219,918,796	174,142,080	305,660,426
1,632,561	1,737,474	1,487,343	1,269,902	1,302,185	823,895
5,400	3,600	8,866	3,600	3,597	7,120
5,797,199	5,487,421	5,475,617	5,359,181	5,164,085	4,947,598
1,862,399,785	1,708,660,401	1,514,793,616	1,515,275,975	1,430,857,375	1,540,783,933
(356,280,165)	(297,974,022)	(183,254,766)	(173,123,545)	(171,057,117)	(332,357,188)
223,160,000	401,050,000	498,275,000	187,260,000	261,730,000	446,170,000
767,377	572,156	239,087	211,680	222,564	244,564
-	-	-	-	-	-
-	-	-	-	-	-
1,450,896	5,000,000	200,000	11,200,000	2,500,000	537,000
32,131,626	89,689,065	38,695,209	45,925,742	4,013,104	75,007,691
132,050,000	250,045,000	-	420,325,000	-	-
(247,336,966)	(286,457,428)	(145,380,000)	(450,749,791)	(77,005,000)	(248,249,283)
-	-	-	(8,700,000)	-	-
142,222,933	459,898,793	392,029,296	205,472,631	191,460,668	273,709,972
$ (214,057,232)	**$ 161,924,771**	**$ 208,774,530**	**$ 32,349,086**	**$ 20,403,551**	**$ (58,647,216)**
16.25%	15.34%	15.39%	15.94%	15.37%	14.32%

(3) Noncapital expenditures are determined by reducing total expenditures noted above by those expenditures capitalized per Exhibit B-2R.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
ASSESSED VALUE AND ACTUAL VALUE OF TAXABLE PROPERTY
LAST TEN FISCAL YEARS

	Actual Value					
Fiscal Year Ended 6/30:	Residential	Acreage Vacant Land	Acreage Farm & Ranch	Commercial	Industrial	Utilities
2026	$66,737,718,740	$1,029,430,510	$169,216,519	$27,740,133,973	$11,057,629,251	$711,748,867
2025	64,116,759,307	1,066,260,358	179,267,677	24,972,020,983	10,010,567,735	638,355,994
2024	60,285,989,291	1,145,645,822	197,697,531	24,189,406,650	9,087,368,036	544,882,825
2023	53,059,638,022	1,012,040,945	269,103,791	21,529,415,786	7,906,414,239	498,795,221
2022	45,687,153,725	1,000,539,438	157,269,772	19,943,066,958	6,564,647,168	442,798,288
2021	42,044,000,635	977,283,363	125,789,977	19,543,182,581	6,874,590,264	428,463,408
2020	39,283,380,962	1,027,194,701	136,517,211	18,451,077,372	7,698,813,054	412,062,146
2019	36,731,159,523	996,352,776	92,412,245	17,332,655,864	7,251,416,437	385,211,379
2018	35,651,892,935	1,033,110,317	67,223,712	16,442,451,245	7,307,981,216	373,814,361
2017	33,640,490,726	1,015,207,211	91,799,304	15,775,507,341	7,828,075,318	362,490,182

(1) Tax rates are per $100 of taxable assessed value.

Source: Harris Central (Texas) Appraisal District provides the District's tax office with appraised values for properties within the District's taxing authority. Actual value equals appraised value. Actual value less exemptions equals taxable assessed value. Taxable assessed value times the tax rate set by the District's Board of Trustees each fall equals the tax levy.

Table 5

Actual Value						
Railroads, Pipelines, & Cable TV	Residential Inventory	Minerals	Miscellaneous	Less: Exemptions	Total Taxable Assessed Value	Total Direct Rate (1)
$227,912,606	$352,971,686	$1,064,737	$6,044,251,998	$44,936,489,703	$69,135,589,184	$1.0669
217,269,716	450,860,025	1,035,566	5,326,093,071	36,167,250,225	70,811,240,207	1.0869
192,175,706	500,867,020	1,305,160	4,778,530,760	34,203,863,300	66,720,005,501	1.0811
166,159,292	382,380,834	1,146,080	4,261,289,893	22,511,983,223	66,574,400,880	1.2948
158,368,592	360,851,477	534,340	3,822,809,494	18,565,273,720	59,572,765,532	1.3392
145,748,976	369,769,903	1,108,820	3,694,754,313	17,571,309,988	56,633,382,252	1.3555
129,923,912	303,560,247	1,327,200	3,710,439,589	17,288,132,598	53,866,163,796	1.3700
119,982,622	329,386,868	1,415,760	3,407,275,882	16,301,026,856	50,346,242,500	1.4400
107,342,842	210,671,184	1,473,600	3,368,521,218	15,813,485,130	48,750,997,500	1.4400
111,266,750	396,934,237	1,374,550	2,391,171,965	14,915,568,487	46,698,749,097	1.4400

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

PROPERTY TAX RATES - DIRECT AND OVERLAPPING GOVERNMENTS
(PER $100 OF ACTUAL TAXABLE VALUE)
LAST TEN FISCAL YEARS

Taxing Authority	2026	2025	2024	2023
Overlapping Rates:				
City of Houston	$ 0.5192	$ 0.5192	$ 0.5192	$ 0.5336
Jersey Village	0.8164	0.7870	0.7425	0.7425
Harris County (1)	0.5793	0.5597	0.5040	0.5049
Harris County Dept. of Education	0.0048	0.0048	0.0048	0.0049
Harris Co Flood Control District	0.0497	0.0048	0.0311	0.0306
HC Emerg Srv Dist 003	0.1000	0.1000	0.0992	0.0999
HC Emerg Srv Dist 009	0.0388	0.0400	0.0444	0.0500
HC ID 003	0.1300	0.1325	0.1350	0.1350
Lone Star College District	0.1060	0.1076	0.1076	0.1078
Utility Districts:				
Cypress Creek UD	0.3930	0.3950	0.3350	0.2950
Emerald Forest UD	0.6150	0.6150	0.6150	0.6150
HC UD 006	0.2880	0.2820	0.2820	0.2350
Lake Forest UD	0.2029	0.1983	0.2037	0.2179
Langham Creek UD	0.6100	0.5946	0.5997	0.5997
Malcomson Road UD	0.3000	0.3100	0.3300	0.3700
Prestonwood Forest UD	0.2841	0.2874	0.2873	0.3050
Rolling Creek UD	0.5180	0.5400	0.5500	0.6100
Windfern Forest UD	0.4340	0.4220	0.4220	0.4220
Municipal Utility Districts:				
Barker Cypress MUD	0.6740	0.6700	0.7013	0.7350
Camfield MUD	0.5000	0.5000	0.5000	0.5000
Chimney Hill MUD	0.5700	0.5700	0.6050	0.6700
Clay Road MUD	0.5380	0.5400	0.5700	0.6350
Cy Champ PUD	0.3500	0.3500	0.3500	0.3500
Cypress Forest PUD	0.2470	0.2480	0.2523	0.2623
Cypress Hill MUD 1	0.5100	0.5100	0.5500	0.6000
Faulkey-Gully MUD	0.3340	0.3340	0.3340	0.3340
Grant Road PUD	0.4400	0.4500	0.4800	0.5300
HC FWSD 61	0.2600	0.2600	0.2600	0.2800
HCMUD 6	0.3740	0.3700	0.4100	0.4480
HCMUD 18	0.3075	0.3100	0.3218	0.3318
HCMUD 23	0.3930	0.3814	0.3814	0.3950
HCMUD 25	0.8100	0.8100	0.8100	0.8100
HCMUD 69	0.3261	0.3166	0.3172	0.3252
HCMUD 70	0.4800	0.4900	0.5300	0.5700
HCMUD 102	0.4100	0.4100	0.4350	0.4650
HCMUD 105	0.6100	0.6100	0.6400	0.6900
HCMUD 127	0.4490	0.4490	0.4500	0.4900
HCMUD 130	0.3100	0.2900	0.2900	0.2900
HCMUD 136	0.1550	0.1520	0.1500	0.1550
HCMUD 144	0.4600	0.4600	0.4700	0.4800
HCMUD 149	0.6370	0.6370	0.5050	0.5050
HCMUD 155	0.6500	0.6500	0.6900	0.7350
HCMUD 156	0.6300	0.6350	0.6680	0.6840
HCMUD 157	0.5170	0.5190	0.5400	0.5900
HCMUD 162	0.3950	0.3950	0.4100	0.4390
HCMUD 163	0.1494	0.1484	0.1530	0.1633
HCMUD 165	0.8200	0.8400	0.8600	0.9300

2022	2021	2020	2019	2018	2017
$ 0.5508	$ 0.5618	$ 0.5679	$ 0.5883	$ 0.5842	$ 0.5864
0.7425	0.7235	0.7425	0.7425	0.7425	0.7425
0.5863	0.6042	0.6167	0.6352	0.6352	0.6352
0.0050	0.4993	0.5000	0.5190	0.5195	0.5200
0.0335	0.3142	0.2792	0.2877	0.2831	0.2829
0.0992	0.1000	0.1000	0.1000	0.1000	0.0600
0.0576	0.0595	0.0598	0.0527	0.0527	0.0533
0.1350	0.1350	0.1350	0.1350	0.1375	0.1400
0.1078	0.1078	0.1078	0.1078	0.1078	0.1078
0.3180	0.3250	0.3475	0.3475	0.2050	0.2050
0.6450	0.6550	0.6550	0.6550	0.6550	0.6600
0.1779	0.1900	0.2025	0.2300	0.2200	0.2200
0.2352	0.2450	0.2500	0.2500	0.2500	0.2500
0.6150	0.6250	0.6250	0.6300	0.6300	0.6300
0.4200	0.4400	0.4400	0.4400	0.4400	0.4400
0.3266	0.3370	0.3500	0.3500	0.3500	0.3500
0.6400	0.6800	0.7000	0.7000	0.7000	0.7800
0.4500	0.4700	0.4800	0.4800	0.4900	0.4900
0.7700	0.8000	0.8200	0.8200	0.8400	0.8400
0.5000	0.5000	0.5000	0.5000	0.5000	0.5000
0.7200	0.7600	0.7700	0.7800	0.7800	0.7900
0.7050	0.7500	0.8000	0.7100	0.7100	0.7100
0.3500	0.3500	0.3700	0.3700	0.3700	0.3700
0.2700	0.2800	0.2900	0.2900	0.2900	0.2800
0.6700	0.7000	0.7200	0.7500	0.7500	0.7700
0.3580	0.3720	0.3720	0.3800	0.3800	0.3800
0.5800	0.5950	0.6050	0.6050	0.5850	0.5850
0.2900	0.2900	0.2900	0.3000	0.3100	0.3200
0.4760	0.5040	0.5200	0.5200	0.5200	0.5400
0.3560	0.3700	0.3700	0.3800	0.3600	0.3600
0.4300	0.4383	0.4568	0.4600	0.4600	0.4700
0.8100	0.8000	0.8000	0.6650	0.7000	0.7000
0.3470	0.3595	0.3800	0.3800	0.3800	0.3900
0.5800	0.6185	0.6300	0.6300	0.6500	0.7000
0.5000	0.5500	0.5800	0.6200	0.6400	0.6400
0.7400	0.7700	0.7800	0.8000	0.8000	0.8300
0.5500	0.6200	0.6400	0.6600	0.6800	0.7100
0.3100	0.3500	0.3700	0.4690	0.5000	0.5300
0.1600	0.1660	0.1630	0.1630	0.1640	0.1640
0.4950	0.5300	0.5600	0.5650	0.5700	0.6000
0.5050	0.5200	0.5500	0.3550	0.3550	0.3650
0.7900	0.8200	0.8700	0.8700	0.8900	0.9300
0.6840	0.7200	0.7500	0.7500	0.7700	0.7700
0.5990	0.6180	0.6400	0.6450	0.6800	0.7100
0.4700	0.4700	0.4950	0.4950	0.4950	0.4950
0.1746	0.1760	0.1725	0.1750	0.1700	0.0000
0.9500	0.9500	0.9500	1.0500	1.1000	1.1500

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

PROPERTY TAX RATES - DIRECT AND OVERLAPPING GOVERNMENTS
(PER $100 OF ACTUAL TAXABLE VALUE)
LAST TEN FISCAL YEARS

Taxing Authority	2026	2025	2024	2023
HCMUD 166	$ 0.5700	$ 0.5900	$ 0.6700	$ 0.7100
HCMUD 167	0.8400	0.8400	0.8400	0.8750
HCMUD 168	0.3800	0.3800	0.3900	0.4200
HCMUD 170	0.3800	0.3800	0.3600	0.3300
HCMUD 172	0.5800	0.5900	0.6180	0.6560
HCMUD 173	0.3696	0.3700	0.3821	0.4214
HCMUD 179	0.2155	0.2124	0.2248	0.2387
HCMUD 183	0.4546	0.4421	0.4450	0.4550
HCMUD 185	0.2500	0.4175	0.4175	0.4175
HCMUD 186	0.1819	0.1841	0.1842	0.1958
HCMUD 188	0.4100	0.4100	0.3500	0.3500
HCMUD 191	0.2150	0.2070	0.2170	0.2270
HCMUD 196	0.4800	0.4800	0.5000	0.5500
HCMUD 208	0.3600	0.3600	0.3600	0.3600
HCMUD 220	0.6200	0.6300	0.6700	0.7200
HCMUD 222	0.2400	0.2384	0.2500	0.2500
HCMUD 230	0.3770	0.3770	0.3750	0.4000
HCMUD 239	0.5200	0.5079	0.5305	0.5533
HCMUD 248	0.3800	0.3850	0.4200	0.4600
HCMUD 250	0.9200	0.9200	0.9400	0.9900
HCMUD 255	0.2199	0.2226	0.2348	0.2495
HCMUD 257	0.5500	0.5350	0.5250	0.5350
HCMUD 261	0.4300	0.4293	0.4508	0.4813
HCMUD 264	0.3727	0.3689	0.3689	0.3660
HCMUD 276	0.4150	0.4150	0.4550	0.4600
HCMUD 284	0.6750	0.6400	0.6450	0.6600
HCMUD 286	0.1000	0.1000	0.1078	0.1138
HCMUD 322	0.3450	0.3500	0.3800	0.4300
HCMUD 341	0.3150	0.3250	0.3339	0.3500
HCMUD 354	0.2750	0.2750	0.2900	0.3800
HCMUD 358	0.5400	0.5800	0.6100	0.6100
HCMUD 360	0.2950	0.2900	0.3000	0.3100
HCMUD 364	0.3400	0.3550	0.3800	0.3950
HCMUD 365	0.3700	0.3700	0.3825	0.4100
HCMUD 370	0.2900	0.2900	0.3000	0.3200
HCMUD 371	0.6950	0.7000	0.7250	0.7780
HCMUD 374	0.5200	0.5500	0.5800	0.6300
HCMUD 389	0.6600	0.6600	0.7000	0.7900
HCMUD 391	0.7550	0.7600	0.8000	0.9100
HCMUD 396	0.3850	0.4000	0.4300	0.4800
HCMUD 397	0.4200	0.4300	0.4600	0.5000
HCMUD 419	0.7900	0.8200	0.8350	0.8900
HC ESD 13	0.1000	0.0933	0.0919	0.9185
HC ESD 16	0.0500	0.0499	0.0451	0.4711
HC ESD 20	0.0998	0.1000	0.1000	0.1000
HC ESD 21	0.1000	0.1000	0.1000	0.1000
HC ESD 29	0.1000	0.1000	0.0989	0.1000
HC ESD 48	0.1000	0.0996	0.1000	0.8691
HCWCID 109	0.2300	0.2237	0.2280	0.2295
HCWCID 113	0.5700	0.5700	0.6000	0.6500
HCWCID 116	0.2630	0.2550	0.2620	0.2600

2022	2021	2020	2019	2018	2017
$ 0.7700	$ 0.7700	$ 0.7900	$ 0.7900	$ 0.7900	$ 0.8200
0.9200	0.9600	1.0000	1.0400	1.0600	1.0900
0.4500	0.4700	0.5000	0.5000	0.5000	0.5200
0.3300	0.3300	0.3200	0.2700	0.2700	0.2700
0.7100	0.7200	0.7300	0.7300	0.7400	0.7400
0.4625	0.4950	0.4950	0.4950	0.5200	0.5400
0.2544	0.2665	0.2550	0.2550	0.2600	0.2622
0.4709	0.4750	0.4700	0.4800	0.4800	0.4900
0.4400	0.4350	0.4600	0.5100	0.5375	0.5575
0.2100	0.2200	0.2200	0.2200	0.2200	0.2300
0.3500	0.3500	0.3600	0.3700	0.3800	0.4000
0.2450	0.2500	0.2500	0.2500	0.2400	0.2400
0.6200	0.6600	0.6800	0.6200	0.6200	0.6200
0.3900	0.4000	0.4050	0.4100	0.4100	0.4200
0.7600	0.7800	0.7800	0.8000	0.8500	0.9500
0.2500	0.2950	0.3150	0.3350	0.3450	0.3650
0.4300	0.4600	0.4800	0.5000	0.5000	0.5100
0.5800	0.6000	0.6300	0.6400	0.6400	0.6700
0.4600	0.4600	0.4600	0.4600	0.4900	0.5200
1.0800	1.1300	1.1300	1.1500	1.1500	1.1800
0.2560	0.2630	0.2630	0.2800	0.2800	0.2700
0.5500	0.5500	0.5500	0.5500	0.5500	0.5500
0.5000	0.5000	0.5000	0.5000	0.5000	0.5000
0.3800	0.4000	0.4050	0.3850	0.3650	0.3500
0.5100	0.5200	0.5200	0.5400	0.5500	0.6300
0.6900	0.7500	0.7900	0.8400	0.8600	0.8900
0.1218	0.1250	0.1250	0.1300	0.1300	0.1300
0.4700	0.5000	0.5000	0.5000	0.5200	0.5400
0.3800	0.3930	0.3750	0.3400	0.3400	0.3400
0.4100	0.4300	0.4300	0.4400	0.4450	0.4600
0.6100	0.6100	0.6100	0.6100	0.6100	0.7000
0.3200	0.3200	0.3200	0.3200	0.3400	0.3700
0.4400	0.4450	0.4550	0.4550	0.4550	0.4550
0.4500	0.4700	0.4700	0.4700	0.4700	0.4800
0.3400	0.3400	0.3400	0.3400	0.3400	0.3250
0.8280	0.8550	0.8600	0.8650	0.8750	0.8750
0.7100	0.7500	0.8000	0.8200	0.8500	0.9200
0.8490	0.8850	0.8900	0.9400	0.9500	1.0500
0.9700	1.0000	1.0200	1.1100	1.1100	1.1100
0.5200	0.5600	0.5900	0.6200	0.7100	0.7900
0.5400	0.5748	0.5900	0.6100	0.6500	0.7200
0.9300	0.9400	0.9400	0.9400	0.9400	0.9400
0.0980	0.1000	0.1000	0.1000	0.1000	0.0917
0.0500	0.0500	0.0495	0.0496	0.0495	0.0500
0.1000	0.1000	0.1000	0.1000	0.1000	0.1000
0.0992	0.1000	0.1000	0.1000	0.1000	0.1000
0.1000	0.1000	0.1000	0.1000	0.1000	0.0892
0.0952	0.0994	0.1000	0.1000	0.1000	0.1000
0.2450	0.2500	0.2500	0.2500	0.2500	0.2500
0.7150	0.7700	0.7528	0.7528	0.7466	0.7600
0.2650	0.2650	0.2490	0.2380	0.2150	0.2150

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

PROPERTY TAX RATES - DIRECT AND OVERLAPPING GOVERNMENTS
(PER $100 OF ACTUAL TAXABLE VALUE)
LAST TEN FISCAL YEARS

Taxing Authority	2026	2025	2024	2023
HCWCID 136	$ 0.7000	$ 0.7000	$ 0.7200	$ 0.7500
HCWCID 145	0.0483	0.0483	0.0496	0.5228
HCWCID 155	0.0985	0.1000	0.1100	0.1100
HCWCID 157	0.3500	0.3500	0.3550	0.3750
Horsepen Bayou MUD	0.3500	0.3500	0.3500	0.3500
Jackrabbit Road PUD	0.2600	0.2362	0.2490	0.2665
Mills Road MUD	0.4500	0.4500	0.4800	0.5300
Northwest HCMUD 5	0.6800	0.6800	0.6900	0.7100
Northwest HCMUD 6	0.4130	0.3646	0.3418	0.3638
Northwest HCMUD 9	0.3150	0.3100	0.3200	0.3500
Northwest HCMUD 10	0.5800	0.6000	0.6100	0.6400
Northwest HCMUD 12	0.5800	0.5900	0.6100	0.6500
Northwest HCMUD 16	0.9000	0.9000	0.8990	0.9200
Northwest HCMUD 29	0.1225	0.1250	0.1300	0.1400
Port of Houston Authority	0.0059	0.0062	0.0057	0.0080
Reid Road MUD 1	0.3910	0.4000	0.4090	0.4372
Reid Road MUD 2	0.2946	0.2946	0.2946	0.3023
Remington MUD 1	0.3700	0.3700	0.3900	0.4300
Rolling Fork PUD	0.4150	0.4150	0.4350	0.4500
Spencer Road PUD	0.3850	0.3850	0.3860	0.3950
Timberlake ID	0.3700	0.3800	0.3800	0.3800
West HCMUD 1	0.2090	0.1959	0.2050	0.2180
West HCMUD 9	0.4080	0.4080	0.4080	0.4190
West HCMUD 10	0.4200	0.4300	0.4500	0.5000
West HCMUD 11	0.3323	0.3600	0.3750	0.4000
West HCMUD 14	0.3900	0.3850	0.4000	0.4600
West HCMUD 15	0.1695	0.1695	0.1800	0.1950
West HCMUD 21	0.4000	0.3410	0.4000	0.4000
White Oak Bend MUD	0.6300	0.6360	0.6540	0.7010
District Direct Rates: (2)				
Maintenance and Operations	$0.6669	$0.6869	$0.6811	$0.8948
Debt Service	0.4000	0.4000	0.4000	0.4000
Total District Direct Rates	**$1.0669**	**$1.0869**	**$1.0811**	**$1.2948**

(1) Includes Hospital District, Board of Education and Port of Houston.

(2) The District is not subject to a legal debt margin.

Sources: District Tax Office, Harris Central (Texas) Appraisal District

2022	2021	2020	2019	2018	2017
$ 0.8000	$ 0.8200	$ 0.8300	$ 0.8300	$ 0.8100	$ 0.7900
0.0560	0.0570	0.0580	0.0574	0.0574	0.0574
0.1150	0.1250	0.1250	0.1350	0.1400	0.1500
0.4119	0.4319	0.4475	0.4475	0.4650	0.4650
0.3800	0.4100	0.5200	0.5500	0.5500	0.5500
0.2840	0.2973	0.3000	0.3000	0.3000	0.3000
0.5900	0.6100	0.6100	0.6700	0.7000	0.7600
0.7300	0.7500	0.7600	0.7700	0.7800	0.7800
0.3742	0.3830	0.3830	0.3830	0.3830	0.3830
0.3725	0.4000	0.4150	0.4400	0.4550	0.4850
0.6600	0.6600	0.6600	0.6600	0.6700	0.7100
0.7300	0.7800	0.8000	0.8000	0.8500	0.9300
0.9800	1.0600	1.1200	1.1200	1.1200	1.1200
0.1500	0.1600	0.1700	0.1900	0.2900	0.3000
0.0087	0.0099	0.0107	0.0116	0.0126	0.0133
0.4677	0.4721	0.4980	0.5000	0.5000	0.5010
0.3090	0.3110	0.3300	0.3400	0.3500	0.3500
0.4700	0.5000	0.5150	0.5150	0.4800	0.4800
0.4800	0.4800	0.4800	0.3850	0.3850	0.3900
0.4100	0.3850	0.3600	0.3600	0.3600	0.3700
0.4100	0.4400	0.4700	0.4200	0.4200	0.4200
0.2320	0.2370	0.2500	0.2500	0.2500	0.2600
0.4300	0.4300	0.4500	0.4500	0.4500	0.4700
0.5500	0.5800	0.6000	0.6200	0.6500	0.7000
0.4300	0.4400	0.4700	0.4700	0.4700	0.4700
0.5000	0.5340	0.5450	0.5450	0.5450	0.5600
0.2100	0.2250	0.2500	0.2500	0.2500	0.2500
0.4500	0.4500	0.5000	0.6000	0.6600	0.7600
0.7490	0.7900	0.8300	0.8300	0.8300	0.8500
$0.9292	$0.9555	$0.9700	$1.0600	$1.0400	$1.0400
0.4100	0.4000	0.4000	0.3800	0.4000	0.4000
$1.3392	**$1.3555**	**$1.3700**	**$1.4400**	**$1.4400**	**$1.4400**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Table 7

PRINCIPAL PROPERTY TAXPAYERS

CURRENT YEAR AND NINE YEARS AGO

	2026			2017		
Taxpayer	**Taxable Assessed Value (1)**	**Rank**	**Percentage of Taxable Assessed Value (2)**	**Taxable Assessed Value (1)**	**Rank**	**Percentage of Taxable Assessed Value (3)**
Paile LLC	$ 1,458,134,500	1	2.11%	$ -	-	-
Prologis	1,051,388,614	2	1.52%	-	-	-
Centerpoint Energy Inc.	641,267,031	3	0.93%	293,483,055	2	0.63%
H-E-B Grocery Co. LP	545,154,605	4	0.79%	258,935,985	3	0.55%
Data Center Houston	294,344,924	5	0.43%	-	-	-
Fedex Ground Package System Inc.	286,791,134	6	0.41%	-	-	-
GGP Willowbrook LP	225,447,613	7	0.33%	242,271,975	4	0.52%
National Oilwell Inc.	212,591,124	8	0.32%	442,712,492	1	0.95%
Amazon	206,054,199	9	0.30%	-		-
Wal-Mart	172,056,675	10	0.25%	125,964,592	8	0.27%
Liberty Property	-	-	-	229,057,535	5	0.49%
Dril Quip Inc.	-	-	-	205,747,865	6	0.44%
CPG Houston Holdings	-	-	-	176,673,565	7	0.38%
Kroger Co.	-	-	-	121,619,837	9	0.26%
Cyrusone LLC	-	-	-	115,046,034	10	0.25%
TOTALS	**$ 5,093,230,419**		**7.39%**	**$ 2,211,512,935**		**4.74%**

(1) Taxable assessed value equals actual/appraised value after exemptions.

(2) Taxable assessed value equals: $ 69,135,589,184

(3) Taxable assessed value equals: $ 46,698,749,097

Source: Harris Central (Texas) Appraisal District

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Table 8**

PROPERTY TAX LEVIES AND COLLECTIONS

LAST TEN FISCAL YEARS

		Collected within the Fiscal Year of the Levy			Total Collections to Date	
Fiscal Year Ended 6/30:	Net Tax Levy for the Fiscal Year (1)	Amount	Percentage of Net Tax Levy (2)	Collections (Refunds) in Subsequent Years	Amount	Percent of Total Tax Collections To Net Tax Levy
2026	$737,607,601	$721,871,318	97.87%	$ -	$721,871,318	97.87%
2025	755,590,240	752,275,135	99.56%	(2,386,563)	749,888,572	99.25%
2024	703,610,613	707,340,192	100.53%	(7,162,339)	700,177,853	99.51%
2023	839,568,135	844,759,656	100.62%	(9,053,248)	835,706,408	99.54%
2022	785,099,653	785,467,332	100.05%	(2,384,798)	783,082,534	99.74%
2021	754,171,127	754,568,590	100.05%	(2,316,435)	752,252,155	99.75%
2020	728,084,865	725,614,151	99.66%	1,076,210	726,690,361	99.81%
2019	715,275,390	714,582,102	99.90%	(463,219)	714,118,883	99.84%
2018	692,904,055	691,840,974	99.85%	(265,738)	691,575,236	99.81%
2017	663,196,106	662,225,557	99.85%	160,442	662,385,999	99.88%

(1) Actual/appraised value less exemptions equal taxable assessed value. The beginning taxable assessed value net of adjustments times the tax rate set by the District's Board of Trustees each fall equals the total net tax levy. The net tax levy for prior years reflects ongoing adjustments applied to that year's tax levy.

(2) The percentage of net tax levy calculation may present as over 100% due to the levy of penalties and interest for delinquent taxes.

Source: Harris Central (Texas) Appraisal District provides the District's tax office with appraised values for properties within the District's taxing authority, and District financial records.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Table 9

OUTSTANDING DEBT BY TYPE

LAST TEN FISCAL YEARS

Governmental Activities

Fiscal Year Ended 6/30:	General Obligation Bonds (1)	Subscriptions Payable (1)	Leases Payable (1)	Financed Purchases (1)	Total Outstanding Debt	Ratio of Debt to Taxable Assessed Value (2)	Debt per Student (3)
2026	$ 3,551,560,440	$ 6,724,306	$ 3,236,319	$ 774,502	$ 3,562,295,567	5.15%	$ 31,058
2025	3,815,360,353	10,271,757	2,853,603	238,143	3,828,723,856	5.41%	32,467
2024	3,700,967,176	269,220	3,711,950	901,958	3,705,850,304	5.55%	31,281
2023	3,916,866,501	2,417,139	665,944	1,511,239	3,921,460,823	5.89%	33,230
2022	3,439,447,471	-	2,756,223	1,812,453	3,444,016,147	5.78%	29,382
2021	3,448,972,089	-	-	-	3,448,972,089	6.09%	29,784
2020	3,135,734,455	-	-	-	3,135,734,455	5.82%	26,699
2019	2,856,188,375	-	-	-	2,856,188,375	5.67%	24,514
2018	2,764,399,447	-	-	-	2,764,399,447	5.67%	23,756
2017	2,675,810,167	-	-	-	2,675,810,167	5.73%	23,300

Business-Type Activities

Fiscal Year Ended 6/30:	Subscriptions Payable (1)	Total Outstanding Debt	Average Student Enrollment (4)	Debt per Student Enrolled
2026	$ 91,707	$ 91,707	3,244	$ 28
2025	136,200	136,200	3,395	40
2024	175,198	175,198	3,197	55
2023	58,810	58,810	3,171	19

(1) Details regarding the District's general obligation bonds, net of premiums, discounts, and adjustments, leases payable, subscriptions, and financed purchases can be found in the Notes to the Financial Statements.

(2) See Table 5 for taxable assessed value data.

(3) See Table 12 for student enrollment data.

(4) Information on student enrollment is derived from District data for Community Programs.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Table 10

RATIOS OF NET GENERAL OBLIGATION BONDED DEBT OUTSTANDING
LAST TEN FISCAL YEARS

Fiscal Year Ended 6/30:	General Obligation Bonds (1)	Less Amounts Restricted for Debt Service (2)	Net Bonded Debt	Ratio of Net Bonded Debt to Taxable Assessed Value (3)	Net Bonded Debt per Student (4)
2026	$ 3,551,560,440	$ 125,315,397	$ 3,426,245,043	4.96%	$ 29,872
2025	3,815,360,353	123,899,360	3,691,460,993	5.21%	31,303
2024	3,700,967,176	112,993,500	3,587,973,676	5.38%	30,286
2023	3,916,866,501	98,908,181	3,817,958,320	5.73%	32,353
2022	3,439,447,471	81,889,190	3,357,558,281	5.64%	28,644
2021	3,448,972,089	76,734,090	3,372,237,999	5.95%	29,121
2020	3,135,734,455	79,534,621	3,056,199,834	5.67%	26,022
2019	2,856,188,375	68,206,886	2,787,981,489	5.54%	23,929
2018	2,764,399,447	58,337,188	2,706,062,259	5.55%	23,254
2017	2,675,810,167	46,108,646	2,629,701,521	5.63%	22,898

(1) Details regarding the District's outstanding debt, net of premiums, discounts, and adjustments can be found in the Notes to the Financial Statements.
(2) Resources that are restricted for the principal payments of general obligation debt per Exhibit A-1.
(3) See Table 5 for taxable assessed value data.
(4) See Table 12 for student enrollment data.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT
AS OF JUNE 30, 2026

Taxing Authority	Gross Debt Outstanding	Percent Overlapping (1)	Amount Applicable to School District
Overlapping:			
Barker-Cypress MUD	$ 23,410,000	100.00%	$ 23,410,000
Champions MUD	22,140,000	100.00%	22,140,000
Chimney Hill MUD	14,795,000	100.00%	14,795,000
Clay Road MUD	360,000	100.00%	360,000
Cy-Champ PUD	33,170,000	100.00%	33,170,000
Cypress Creek UD	12,115,000	99.60%	12,066,540
Cypress Hill MUD #1	48,960,000	100.00%	48,960,000
Emerald Forest UD	13,050,000	100.00%	13,050,000
Faulkey Gully MUD	16,660,000	44.00%	7,330,400
Grant Road PUD	24,645,000	100.00%	24,645,000
Harris Co	2,473,177,553	11.95%	295,544,718
Harris Co Dept of Ed	28,960,000	11.95%	3,460,720
Harris Co ESD #13	5,049,912	82.35%	4,158,602
Harris Co Flood Control District	937,165,000	11.95%	111,991,218
Harris Co FWSD #61	29,245,000	100.00%	29,245,000
Harris Co Hospital District	1,644,825,000	11.95%	196,556,588
Harris Co Imp District #14	47,645,000	100.00%	47,645,000
Harris Co MUD #25	2,995,000	100.00%	2,995,000
Harris Co MUD #70	11,945,000	100.00%	11,945,000
Harris Co MUD #71	29,740,000	0.72%	214,128
Harris Co MUD #102	3,300,000	100.00%	3,300,000
Harris Co MUD #105	77,345,000	90.68%	70,136,446
Harris Co MUD #127	19,800,000	100.00%	19,800,000
Harris Co MUD #149	20,035,000	100.00%	20,035,000
Harris Co MUD #156	5,775,000	100.00%	5,775,000
Harris Co MUD #157	23,415,000	100.00%	23,415,000
Harris Co MUD #162	220,000	100.00%	220,000
Harris Co MUD #165-DA #1	46,000,000	100.00%	46,000,000
Harris Co MUD #165-DA #2	65,045,000	100.00%	65,045,000
Harris Co MUD #165	334,405,000	100.00%	334,405,000
Harris Co MUD #166	14,990,000	100.00%	14,990,000
Harris Co MUD #167	54,015,000	100.00%	54,015,000
Harris Co MUD #168	9,565,000	100.00%	9,565,000
Harris Co MUD #170	825,000	100.00%	825,000
Harris Co MUD #171	22,853,292	100.00%	22,853,292
Harris Co MUD #172	13,915,000	100.00%	13,915,000
Harris Co MUD #173	10,475,000	100.00%	10,475,000
Harris Co MUD #183	9,790,000	100.00%	9,790,000
Harris Co MUD #188	13,390,000	100.00%	13,390,000
Harris Co MUD #196	25,940,000	100.00%	25,940,000
Harris Co MUD #208	210,000	100.00%	210,000
Harris Co MUD #220	5,765,000	94.72%	5,460,608
Harris Co MUD #230	17,770,000	100.00%	17,770,000
Harris Co MUD #239	6,540,000	100.00%	6,540,000
Harris Co MUD #248 (Defined Area)	5,755,000	100.00%	5,755,000
Harris Co MUD #248	13,905,000	100.00%	13,905,000
Harris Co MUD #250	275,000	100.00%	275,000
Harris Co MUD #257	8,575,000	100.00%	8,575,000
Harris Co MUD #261	2,535,000	100.00%	2,535,000
Harris Co MUD #264	1,975,000	100.00%	1,975,000
Harris Co MUD #276	4,245,000	100.00%	4,245,000
Harris Co MUD #284	17,805,000	100.00%	17,805,000
Harris Co MUD #341	3,300,000	100.00%	3,300,000
Harris Co MUD #354	705,000	100.00%	705,000
Harris Co MUD #358	5,405,000	100.00%	5,405,000
Harris Co MUD #360	3,140,000	100.00%	3,140,000
Harris Co MUD #364	2,510,000	100.00%	2,510,000
Harris Co MUD #365	525,000	100.00%	525,000

Taxing Authority	Gross Debt Outstanding	Percent Overlapping (1)	Amount Applicable to School District
Overlapping:			
Harris Co MUD #370	$ 8,560,000	100.00%	$ 8,560,000
Harris Co MUD #371	8,635,000	100.00%	8,635,000
Harris Co MUD #374	27,700,000	100.00%	27,700,000
Harris Co MUD #389	6,035,000	100.00%	6,035,000
Harris Co MUD #391	37,305,000	100.00%	37,305,000
Harris Co MUD #396	7,885,000	100.00%	7,885,000
Harris Co MUD #397	11,280,000	100.00%	11,280,000
Harris Co MUD #419	101,890,000	100.00%	101,890,000
Harris Co MUD #433	97,210,000	100.00%	97,210,000
Harris Co MUD #458	29,897,582	100.00%	29,897,582
Harris Co MUD #489	235,680,000	100.00%	235,680,000
Harris Co MUD #490	111,060,000	14.91%	16,559,046
Harris Co MUD #493	18,305,000	100.00%	18,305,000
Harris Co MUD #500	14,994,877	100.00%	14,994,877
Harris Co MUD #501	105,227,007	100.00%	105,227,007
Harris Co MUD #502	111,664,163	100.00%	111,664,163
Harris Co MUD #503	36,223,953	100.00%	36,223,953
Harris Co MUD #531	30,480,000	99.57%	30,348,936
Harris Co MUD #559	28,745,000	100.00%	28,745,000
Harris Co UD #6	18,975,000	1.71%	324,473
Harris Co WC&ID #109	11,545,000	5.36%	618,812
Harris Co WC&ID #113	1,270,000	100.00%	1,270,000
Harris Co WC&ID #116	8,325,000	68.14%	5,672,655
Harris Co WC&ID #157	70,080,000	99.53%	69,750,624
Harris Co WC&ID #158	75,410,000	15.68%	11,824,288
Harris Co WC&ID #159	71,640,000	99.39%	71,202,996
Horsepen Bayou MUD	10,775,000	100.00%	10,775,000
Houston, City of	3,520,320,000	3.45%	121,451,040
Jackrabbit Road PUD	3,915,000	70.79%	2,771,429
Jersey Village, City of	34,095,000	100.00%	34,095,000
Langham Creek UD	45,825,000	100.00%	45,825,000
Lone Star College System	342,055,000	26.19%	89,584,205
NW Harris Co MUD #5	155,275,000	37.48%	58,197,070
NW Harris Co MUD #6	21,000,000	33.09%	6,948,900
NW Harris Co MUD #9	2,895,000	100.00%	2,895,000
NW Harris Co MUD #10	44,845,000	100.00%	44,845,000
NW Harris Co MUD #12	69,900,000	77.51%	54,179,490
NW Harris Co MUD #16	16,665,000	100.00%	16,665,000
NW Park MUD	19,200,000	10.80%	2,073,600
Port of Houston Authority	386,074,397	11.95%	46,135,890
Reid Rd MUD #1	4,500,000	100.00%	4,500,000
Reid Rd MUD #2	6,565,000	100.00%	6,565,000
Remington MUD #1	37,940,000	100.00%	37,940,000
Rolling Creek UD	32,715,000	89.03%	29,126,165
Rolling Fork PUD	7,940,000	100.00%	7,940,000
Spencer Rd PUD	11,290,000	100.00%	11,290,000
Sunbelt FWSD - Defined Area No. 1	5,200,000	100.00%	5,200,000
Timberlake Imp Dist	8,150,000	100.00%	8,150,000
W Harris Co MUD #1	5,000,000	100.00%	5,000,000
W Harris Co MUD #9	20,980,000	100.00%	20,980,000
W Harris Co MUD #10	8,170,000	100.00%	8,170,000
W Harris Co MUD #11	7,855,000	100.00%	7,855,000
W Harris Co MUD #15	3,395,000	100.00%	3,395,000
W Harris Co MUD #21	31,365,000	100.00%	31,365,000
White Oak Bend MUD	155,000	100.00%	155,000
Windfern Forest UD	10,315,000	100.00%	10,315,000
SUBTOTAL, OVERLAPPING DEBT			3,597,405,461
Direct:			
Cypress-Fairbanks Independent School District		100.00%	3,562,295,567
TOTAL DIRECT AND OVERLAPPING DEBT			$ **7,159,701,028**

(1) Overlapping governments are those that coincide, at least in part, with the geographic boundaries of the District. The percentage of overlapping debt is estimated using taxable assessed property values. Percentages were estimated by determining the portion of the overlapping taxing authorities taxable assessed value that is within the District's boundaries and dividing it by the overlapping taxing authorities' total taxable assessed value.

Source: Municipal Advisory Council of Texas

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Table 12**

DEMOGRAPHIC AND ECONOMIC STATISTICS

LAST TEN FISCAL YEARS

Fiscal Year Ended 6/30:	Residential Units (1)	Taxable Assessed Value of Residential Units (1)	Average Taxable Assessed Value Per Residential Unit	Enrollment (2)	Average Daily Attendance (2)	Unemployment Rate (3)
2026	178,626	$ 66,737,718,740	$ 373,617	114,697	104,561	4.7%
2025	176,657	64,116,759,307	362,945	117,927	107,262	4.4%
2024	171,798	60,285,989,291	350,912	118,470	107,713	4.2%
2023	169,733	53,059,638,022	312,606	118,010	107,190	4.3%
2022	167,111	45,687,153,725	273,394	117,217	107,458	5.2%
2021	164,235	42,044,000,635	255,999	115,801 (4)	108,386 (4)	8.3% (4)
2020	161,458	39,283,380,962	243,304	117,446	109,465	6.3% (4)
2019	159,088	36,731,159,523	230,886	116,512	109,016	4.0%
2018	155,884	35,651,892,935	228,708	116,368	108,715	4.7%
2017	152,808	33,640,490,726	220,149	114,842	107,934	5.5%

(1) Source: Harris Central (Texas) Appraisal District

(2) Source: District Records and TEA website

(3) Source: Texas LMI of Texas Workforce Commission; Unemployment rate is for Harris County

(4) The change from the prior year is due to the effects of the coronavirus pandemic.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Table 13**

PRINCIPAL EMPLOYERS

CURRENT YEAR AND NINE YEARS AGO

	2026			2017		
Employer	**Employees**	**Rank**	**Percentage of Total Employment (1)**	**Employees**	**Rank**	**Percentage of Total Employment (2)**
Memorial Hermann Healthcare System	31,425	1	1.30%	26,062	2	1.21%
The University of Texas MD Anderson	26,270	2	1.09%	-	-	-
Amazon	24,000	3	0.99%	-	-	-
City of Houston	22,170	4	0.92%	-	-	-
The Methodist Hospital System	22,015	5	0.91%	21,195	4	0.98%
Harris County	19,920	6	0.82%	-	-	-
ExxonMobil	16,740	7	0.69%	-	-	-
Cypress-Fairbanks ISD	16,549	8	0.68%	14,940	7	0.69%
UT Health Houston	16,150	9	0.67%	-	-	-
Chevron Corp.	13,330	10	0.55%	-	-	-
Wal-Mart	-	-	-	33,500	1	1.55%
H-E-B Grocery Co. LP	-	-	-	24,437	3	1.13%
Kroger Company	-	-	-	16,643	5	0.77%
McDonald's Corp.	-	-	-	16,545	6	0.77%
Landry's	-	-	-	10,800	8	0.50%
Target Corp.	-	-	-	8,728	9	0.40%
Whataburger	-	-	-	7,113	10	0.33%
	208,569		**8.62%**	**179,963**		**8.33%**

(1) Total Employment for 2026: 2,418,566
(2) Total Employment for 2017: 2,158,045

Source: Harris County Texas, Economic Development

The current year data is the same as reported in 2025 due to the information
(number of employees) not being readily available for the current year from prior utilized sources.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
DISTRICT EMPLOYEES BY POSITION (HEADCOUNT)
LAST TEN FISCAL YEARS

POSITION:	2026	2025	2024
Administrator: superintendent, associate/assistant superintendent	25	23	24
Curriculum coordinators, supervisors, teacher facilitators	166	166	246
Directors, supervisors, assistant directors, support staff	361	356	356
Special education	461	471	458
Principals and assistant principals	381	380	379
Directors of instruction	36	35	35
Counselors, psychologists, attendance officers, testing, academic specialists	315	310	317
School media specialists	44	44	94
School nurses, LVN	94	93	95
Vocational support	4	4	6
Classroom teachers	6,824	6,864	7,274
Special education teachers	1,202	1,102	1,059
Deaf education teachers	29	31	32
School secretaries, assistant secretaries, clerks, campus TA	483	484	495
Central administration, annex secretaries, clerks	203	198	198
Maintenance secretaries	14	15	16
Food service secretaries	13	15	15
Transportation secretaries	12	15	15
Regular aides	1,014	1,021	1,038
Special and deaf education aides	1,483	1,405	1,304
Bus drivers	744	624	608
Mechanics	58	48	49
Custodians	799	783	813
Maintenance	167	165	176
Security	112	121	134
Distribution	28	30	27
Food Service	1,217	1,181	1,027
Community Programs	260	232	237
Total Employees	**16,549**	**16,216**	**16,527**

Source: District Human Resource Records

Table 14

2023	2022	2021	2020	2019	2018	2017
24	25	24	23	21	20	20
227	224	223	220	214	182	189
351	346	346	348	339	331	319
349	301	284	255	232	252	248
373	364	366	361	356	352	341
35	34	34	34	32	33	33
307	311	311	280	264	261	248
92	91	91	92	91	91	81
91	91	91	89	90	89	85
6	5	4	4	3	4	4
7,228	7,034	7,096	6,957	6,803	6,674	6,560
991	903	910	814	768	760	729
35	35	35	29	24	26	31
489	525	558	573	536	517	496
193	190	188	190	189	198	196
11	18	18	17	18	17	17
15	14	15	15	15	15	15
11	19	19	20	18	19	18
1,060	1,054	1,076	1,070	1,006	974	965
1,179	987	997	915	842	868	831
580	610	662	723	752	720	728
40	47	52	53	56	51	54
715	681	758	753	700	699	674
173	177	180	183	173	168	166
126	125	120	125	113	96	96
27	28	29	31	31	32	31
1,042	1,052	1,041	1,177	1,187	1,204	1,183
253	244	235	304	317	448	582
16,023	**15,535**	**15,763**	**15,655**	**15,190**	**15,101**	**14,940**

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
OPERATING STATISTICS
LAST TEN FISCAL YEARS

Fiscal Year Ended 6/30:	Enrollment (3)	Operating Expenditures (1)	Cost Per Student	Percentage Change	Government Wide Expenses
2026	114,697	$ 1,429,348,817	$ 12,462	6.60%	$ 1,633,586,212
2025	117,927	1,378,571,439	11,690	-1.28%	1,593,920,326
2024	118,470	1,402,978,297	11,842	1.24%	1,677,354,188
2023	118,010	1,380,306,934	11,697	5.82%	1,565,872,122
2022	117,217	1,295,677,692	11,054	1.59%	1,402,098,528
2021	115,801 (6)	1,260,071,302	10,881 (6)	12.35% (6)	1,487,393,613
2020	117,446	1,137,447,655	9,685	3.89%	1,433,416,147
2019	116,512	1,086,138,357	9,322	2.30%	1,355,709,467
2018	116,368	1,060,389,365	9,112	0.69%	956,943,371
2017	114,842	1,039,309,841	9,050	3.59%	1,250,426,739

(1) Operating expenditures (Table 4) are total expenditures less debt service and capital outlay.

(2) Percentage change from prior year is due to adjustments to government-wide expenses for GASB 75.

(3) See Table 12 for student enrollment data.

(4) See Table 14 for District staffing data.

(5) Source: District Nutritional Service records.

(6) Variance from prior year due to the effects of the coronavirus pandemic.

Table 15

Cost Per Student	Percentage Change		Teaching Staff (4)	Student to Teacher Ratio	Percentage of Students in Free/Reduced Lunch Program (5)
$ 14,243	5.37%		8,055	14.24	58.4%
13,516	-4.53%		7,997	14.75	58.8%
14,158	6.70%		8,365	14.16	58.0%
13,269	10.93%		8,254	14.30	58.0%
11,962	-6.86%		7,972	14.70	57.6%
12,844	5.24%		8,041	14.40	54.8%
12,205	4.89%		7,800	15.06	51.9%
11,636	41.50%	(2)	7,595	15.34	55.4%
8,223	-24.47%	(2)	7,460	15.60	55.3%
10,888	6.80%		7,320	15.69	51.5%

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Table 16**

TEACHER BASE SALARIES

LAST TEN FISCAL YEARS

Fiscal Year Ended 6/30:	District			County Average Salary (2)	Statewide Average Salary (2)
	Minimum Salary (1)	Maximum Salary (1)	Average Salary (1)		
2026	$ 65,000	$ 104,892	$ 72,717	$ 71,945	$ 68,001
2025	63,000	99,201	68,442	68,728	63,749
2024	62,000	97,256	67,275	66,605	62,463
2023	60,500	94,404	65,753	65,052	60,716
2022	58,500	93,844	69,512	62,356	58,887
2021	56,000	89,986	62,198	60,675	57,641
2020	55,500	88,095	61,281	60,160	57,091
2019	54,000	85,116	59,546	57,423	54,122
2018	53,000	82,637	58,472	56,943	53,334
2017	52,025	80,230	57,286	55,888	52,525

(1) Source: District Human Resource records

(2) Source: Texas Education Agency website

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CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHOOL BUILDING INFORMATION (1)
LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
HIGH SCHOOLS (12)				
Bridgeland (2017)				
Square Footage	579,668			
Capacity	3,388	3,304	3,304	3,304
Enrollment	3,732	3,707	3,647	3,544
Cypress Creek (1977)				
Square Footage	539,574			
Capacity	3,609	3,525	3,525	3,525
Enrollment	3,031	3,222	3,239	3,366
Cy-Fair (1941)				
Square Footage	540,314			
Capacity	3,405	3,660	3,660	3,660
Enrollment	3,188	3,222	3,412	3,425
Cypress Falls (1992)				
Square Footage	566,110			
Capacity	3,348	3,276	3,276	3,276
Enrollment	2,961	3,018	2,989	2,865
Cypress Lakes (2008)				
Square Footage	520,196			
Capacity	3,327	3,219	3,219	3,219
Enrollment	3,039	3,175	3,256	3,179
Cypress Park (2016)				
Square Footage	594,053			
Capacity	3,388	3,304	3,304	3,304
Enrollment	3,048	3,117	3,051	2,960
Cypress Ranch (2008)				
Square Footage	525,796			
Capacity	3,303	3,219	3,219	3,219
Enrollment	3,450	3,463	3,498	3,627
Cypress Ridge (2002)				
Square Footage	506,515			
Capacity	3,301	3,217	3,217	3,217
Enrollment	2,694	2,861	2,891	2,921
Cypress Springs (1997)				
Square Footage	489,788			
Capacity	3,303	3,219	3,219	3,219
Enrollment	2,568	2,800	2,880	2,788
Cypress Woods (2006)				
Square Footage	504,307			
Capacity	3,303	3,219	3,219	3,219
Enrollment	3,548	3,469	3,391	3,240
Jersey Village (1972)				
Square Footage	516,571			
Capacity	3,568	3,484	3,484	3,484
Enrollment	3,188	3,323	3,365	3,364
Langham Creek (1985)				
Square Footage	534,070			
Capacity	3,365	3,293	3,293	3,293
Enrollment	2,980	3,011	2,871	2,781

2022	2021	2020	2019	2018	2017
3,304	3,304	3,304	3,304	3,304	-
3,454	3,347	2,978	2,133	1,276	-
3,525	3,525	3,525	3,525	3,525	3,525
3,269	3,322	3,136	3,209	3,357	3,346
3,660	3,660	3,660	3,660	3,660	3,660
3,293	3,380	3,316	3,391	3,526	3,630
3,276	3,276	3,276	3,276	3,276	3,276
2,882	2,970	2,975	3,223	3,499	3,653
3,219	3,219	3,219	3,219	3,219	3,219
3,222	3,210	3,110	3,341	3,523	3,669
3,304	3,304	3,304	3,304	3,304	3,304
2,905	2,804	2,712	1,927	1,216	551
3,219	3,219	3,219	3,219	3,219	3,219
3,549	3,522	3,054	3,054	3,114	3,715
3,217	3,217	3,217	3,217	3,217	3,217
3,038	3,163	3,111	3,088	3,114	3,084
3,219	3,219	3,219	3,219	3,219	3,219
2,625	2,576	2,443	2,717	3,027	3,140
3,219	3,219	3,219	3,219	3,219	3,219
3,185	3,317	3,320	3,431	3,548	3,447
3,484	3,484	3,484	3,484	3,484	3,484
3,336	3,423	3,372	3,471	3,521	3,610
3,293	3,293	3,293	3,293	3,293	3,293
2,806	2,912	2,960	3,080	3,126	3,219

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHOOL BUILDING INFORMATION (1)
LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
MIDDLE SCHOOLS (20)				
Anthony (2015)				
Square Footage	245,570			
Capacity	1,595	1,559	1,559	1,559
Enrollment	1,410	1,442	1,466	1,422
Aragon (2000)				
Square Footage	218,584			
Capacity	1,575	1,539	1,539	1,539
Enrollment	1,437	1,424	1,480	1,534
Arnold (1956)				
Square Footage	209,150			
Capacity	1,500	1,464	1,464	1,464
Enrollment	1,345	1,376	1,378	1,414
Bleyl (1973)				
Square Footage	231,414			
Capacity	1,672	1,612	1,612	1,612
Enrollment	1,266	1,322	1,365	1,451
Campbell (1978)				
Square Footage	232,217			
Capacity	1,636	1,600	1,600	1,600
Enrollment	986	1,076	1,088	1,103
Cook (1986)				
Square Footage	205,638			
Capacity	1,626	1,590	1,590	1,590
Enrollment	1,339	1,375	1,378	1,428
Dean (1954)				
Square Footage	216,260			
Capacity	1,784	1,700	1,700	1,700
Enrollment	1,101	1,143	1,198	1,252
Goodson (2000)				
Square Footage	221,826			
Capacity	1,575	1,539	1,539	1,539
Enrollment	1,348	1,360	1,423	1,418
Hamilton (1992)				
Square Footage	193,856			
Capacity	1,596	1,560	1,560	1,560
Enrollment	1,493	1,474	1,460	1,538
Hopper (2007)				
Square Footage	229,203			
Capacity	1,575	1,539	1,539	1,539
Enrollment	815	873	872	930
Kahla (2005)				
Square Footage	220,887			
Capacity	1,575	1,539	1,539	1,539
Enrollment	1,067	1,126	1,167	1,176

2022	2021	2020	2019	2018	2017
1,559	1,559	1,559	1,559	1,559	1,559
1,276	1,190	1,728	1,566	1,471	1,421
1,539	1,539	1,539	1,539	1,539	1,539
1,602	1,613	1,555	1,584	1,603	1,630
1,464	1,464	1,464	1,464	1,464	1,464
1,437	1,456	1,532	1,459	1,406	1,356
1,612	1,612	1,612	1,612	1,612	1,612
1,543	1,542	1,623	1,546	1,535	1,505
1,600	1,600	1,600	1,600	1,600	1,600
1,103	1,219	1,296	1,321	1,271	1,302
1,590	1,590	1,590	1,590	1,590	1,590
1,453	1,435	1,569	1,531	1,584	1,504
1,700	1,700	1,700	1,700	1,700	1,700
1,339	1,354	1,381	1,651	1,653	1,610
1,539	1,539	1,539	1,539	1,539	1,539
1,434	1,459	1,449	1,388	1,366	1,384
1,560	1,560	1,560	1,560	1,560	1,560
1,510	1,486	1,512	1,491	1,396	1,402
1,539	1,539	1,539	1,539	1,539	1,539
1,047	1,095	1,331	1,346	1,352	1,334
1,539	1,539	1,539	1,539	1,539	1,539
1,302	1,353	1,344	1,363	1,348	1,358

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHOOL BUILDING INFORMATION (1)
LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
Labay (1984)				
Square Footage	194,344			
Capacity	1,638	1,578	1,578	1,578
Enrollment	1,044	1,067	1,110	1,199
Rowe (2020)				
Square Footage	272,591			
Capacity	1,559	1,559	1,559	1,559
Enrollment	1,508	1,481	1,396	1,310
Salyards (2012)				
Square Footage	240,868			
Capacity	1,595	1,559	1,559	1,559
Enrollment	1,372	1,413	1,404	1,496
Smith (2009)				
Square Footage	229,460			
Capacity	1,575	1,539	1,539	1,539
Enrollment	1,268	1,091	909	2,057
Spillane (2005)				
Square Footage	228,700			
Capacity	1,545	1,509	1,509	1,509
Enrollment	1,437	1,436	1,436	1,546
Sprague (2023)				
Square Footage	269,690			
Capacity	1,559	1,559	1,559	-
Enrollment	1,664	1,555	1,432	-
Thornton (1993)				
Square Footage	195,026			
Capacity	1,595	1,559	1,559	1,559
Enrollment	1,375	1,424	1,414	1,397
Truitt (1990)				
Square Footage	207,509			
Capacity	1,594	1,558	1,558	1,558
Enrollment	1,266	1,353	1,352	1,419
Watkins (1982)				
Square Footage	220,673			
Capacity	1,461	1,389	1,389	1,389
Enrollment	1,176	1,283	1,339	1,473
ELEMENTARY SCHOOLS (59)				
Adam (1972)				
Square Footage	101,641			
Capacity	1,040	1,040	1,040	1,040
Enrollment	917	957	986	818
Andre (2006)				
Square Footage	93,847			
Capacity	1,092	1,092	1,092	1,092
Enrollment	918	1,014	1,112	988
Ault (1994)				
Square Footage	95,190			
Capacity	1,059	1,059	1,059	1,037
Enrollment	918	930	954	959

2022	2021	2020	2019	2018	2017
1,578	1,578	1,578	1,578	1,578	1,578
1,235	1,311	1,328	1,322	1,279	1,280
1,559	1,559	-	-	-	-
1,239	1,173	-	-	-	-
1,559	1,559	1,559	1,559	1,559	1,559
1,489	1,601	1,598	1,593	1,601	1,635
1,539	1,539	1,539	1,539	1,539	1,539
1,820	1,740	1,639	1,555	1,447	1,254
1,509	1,509	1,509	1,509	1,509	1,509
1,572	1,614	1,593	1,540	1,592	1,647
-	-	-	-	-	-
-	-	-	-	-	-
1,559	1,559	1,559	1,559	1,559	1,559
1,535	1,561	1,930	1,845	1,653	1,513
1,558	1,558	1,558	1,558	1,558	1,558
1,419	1,436	1,489	1,305	1,366	1,417
1,389	1,389	1,389	1,389	1,389	1,389
1,521	1,490	1,439	1,383	1,370	1,360
1,040	1,040	1,040	1,040	1,040	1,040
809	816	878	889	843	850
1,092	1,092	1,092	1,092	1,092	1,092
943	867	927	936	966	1,169
1,037	1,037	1,037	1,037	1,037	1,037
964	966	1,042	1,087	1,045	1,034

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

SCHOOL BUILDING INFORMATION (1)

LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
Bane (1972)				
Square Footage	106,804			
Capacity	1,005	1,005	1,005	1,005
Enrollment	827	872	887	732
Bang (1990)				
Square Footage	91,540			
Capacity	1,059	1,059	1,059	1,037
Enrollment	902	949	958	912
Birkes (2003)				
Square Footage	96,825			
Capacity	1,136	1,136	1,136	1,092
Enrollment	921	1,040	1,006	1,018
Black (2006)				
Square Footage	95,848			
Capacity	1,092	1,092	1,092	1,092
Enrollment	999	1,125	1,167	1,194
Brosnahan (2023)				
Square Footage	126,909			
Capacity	1,180	1,180	1,180	-
Enrollment	1,018	1,035	1,027	-
Byrd (2024)				
Square Footage	126,691			
Capacity	1,180	1,180	-	-
Enrollment	1,287	1,138	-	-
Copeland (1992)				
Square Footage	89,788			
Capacity	1,059	1,059	1,059	1,037
Enrollment	941	951	965	930
Danish (2005)				
Square Footage	94,980			
Capacity	1,092	1,092	1,092	1,092
Enrollment	851	918	943	880
Duryea (2004)				
Square Footage	96,585			
Capacity	1,092	1,092	1,092	1,092
Enrollment	985	1,089	1,089	827
Emery (2010)				
Square Footage	95,366			
Capacity	1,092	1,092	1,092	1,092
Enrollment	885	974	993	1,084
Emmott (1985)				
Square Footage	79,698			
Capacity	849	849	849	827
Enrollment	662	583	592	638
Farney (2000)				
Square Footage	93,500			
Capacity	1,092	1,092	1,092	1,092
Enrollment	959	911	916	928

2022	2021	2020	2019	2018	2017
1,005	1,005	1,005	1,005	1,005	1,005
759	804	865	916	935	900
1,037	1,037	1,037	1,037	1,037	1,037
907	899	952	1,021	1,054	949
1,092	1,092	1,092	1,092	1,092	1,092
1,061	1,098	1,122	1,124	1,154	1,164
1,092	1,092	1,092	1,092	1,092	1,092
1,136	1,128	1,142	1,117	1,045	1,070
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1,037	1,037	1,037	1,037	1,037	1,037
936	942	989	979	1,011	1,013
1,092	1,092	1,092	1,092	1,092	1,092
955	943	950	969	986	1,012
1,092	1,092	1,092	1,092	1,092	1,092
811	781	857	905	949	977
1,092	1,092	1,092	1,092	1,092	1,092
1,044	980	1,096	1,122	1,060	1,029
827	827	827	827	827	827
684	649	809	852	875	859
1,092	1,092	1,092	1,092	1,092	1,092
938	915	1,000	1,009	1,079	1,090

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHOOL BUILDING INFORMATION (1)
LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
Fiest (1989)				
Square Footage	89,973			
Capacity	1,059	1,059	1,059	1,037
Enrollment	800	856	881	862
Francone (1979)				
Square Footage	94,370			
Capacity	861	861	861	861
Enrollment	708	734	730	804
Frazier (1982)				
Square Footage	85,105			
Capacity	882	882	882	838
Enrollment	540	601	659	618
Gleason (2000)				
Square Footage	91,424			
Capacity	1,092	1,092	1,092	1,092
Enrollment	943	940	908	911
Hairgrove (1991)				
Square Footage	90,830			
Capacity	1,059	1,059	1,059	1,037
Enrollment	809	795	764	769
Hamilton (1990)				
Square Footage	91,911			
Capacity	1,059	1,059	1,059	1,037
Enrollment	974	999	1,034	1,096
Hancock (1973)				
Square Footage	87,156			
Capacity	856	856	856	856
Enrollment	718	749	754	965
Hemmenway (2008)				
Square Footage	96,483			
Capacity	1,092	1,092	1,092	1,092
Enrollment	936	947	974	1,151
Holbrook (1968)				
Square Footage	101,151			
Capacity	976	976	976	976
Enrollment	713	757	757	936
Holmsley (1985)				
Square Footage	81,117			
Capacity	827	827	827	827
Enrollment	722	785	805	843
Hoover (2017)				
Square Footage	112,519			
Capacity	1,092	1,092	1,092	1,092
Enrollment	602	660	738	764

2022	2021	2020	2019	2018	2017
1,037	1,037	1,037	1,037	1,037	1,037
910	879	1,004	992	1,131	1,149
861	861	861	861	861	861
814	839	916	934	979	977
838	838	838	838	838	838
597	561	634	693	702	721
1,092	1,092	1,092	1,092	1,092	1,092
908	891	972	925	957	1,020
1,037	1,037	1,037	1,037	1,037	1,037
725	710	740	727	797	726
1,037	1,037	1,037	1,037	1,037	1,037
1,069	979	1,005	1,068	1,083	955
856	856	856	856	856	856
962	848	912	851	831	941
1,092	1,092	1,092	1,092	1,092	1,092
1,142	1,070	1,093	1,035	1,061	1,066
976	976	976	976	976	976
928	844	977	961	1,020	971
827	827	827	827	827	827
855	787	843	857	846	884
1,092	1,092	1,092	1,092	1,092	-
844	777	842	880	844	-

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHOOL BUILDING INFORMATION (1)
LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
Horne (1979)				
Square Footage	89,711			
Capacity	997	997	997	975
Enrollment	841	908	926	891
Jowell (1986)				
Square Footage	79,951			
Capacity	827	827	827	827
Enrollment	530	574	575	605
Keith (2004)				
Square Footage	92,446			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,022	1,135	1,140	1,161
Kirk (2000)				
Square Footage	99,097			
Capacity	1,114	1,114	1,114	1,092
Enrollment	695	743	824	852
Lamkin (1970)				
Square Footage	112,086			
Capacity	1,029	1,029	1,029	1,029
Enrollment	775	834	903	893
Lee (2005)				
Square Footage	93,816			
Capacity	1,092	1,092	1,092	1,092
Enrollment	717	780	799	873
Lieder (1978)				
Square Footage	91,832			
Capacity	925	925	925	881
Enrollment	751	742	801	822
Lowery (1982)				
Square Footage	88,962			
Capacity	880	880	880	858
Enrollment	658	660	671	881
Matzke (1965)				
Square Footage	124,682			
Capacity	1,092	1,092	1,092	1,092
Enrollment	947	1,026	1,035	1,063
McFee (2007)				
Square Footage	100,838			
Capacity	1,092	1,092	1,092	1,092
Enrollment	901	961	1,068	975
McGown (2022)				
Square Footage	131,187			
Capacity	1,180	1,180	1,180	1,180
Enrollment	1,399	1,408	1,370	1,115

2022	2021	2020	2019	2018	2017
975	975	975	975	975	975
906	899	965	993	955	1,049
827	827	827	827	827	827
620	644	674	740	786	879
1,092	1,092	1,092	1,092	1,092	1,092
1,139	1,088	1,030	1,000	1,016	1,218
1,092	1,092	1,092	1,092	1,092	1,092
892	811	899	898	952	975
1,029	1,029	1,029	1,029	1,029	1,029
900	844	853	896	922	913
1,092	1,092	1,092	1,092	1,092	1,092
814	847	914	859	884	964
881	881	881	881	881	881
810	815	866	874	910	1,003
858	858	858	858	858	858
835	848	903	922	941	875
1,092	1,092	1,092	1,092	1,092	1,092
1,025	1,033	1,057	1,046	1,054	998
1,092	1,092	1,092	1,092	1,092	1,092
1,002	1,033	1,097	1,102	1,150	1,127
-	-	-	-	-	-
-	-	-	-	-	-

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

SCHOOL BUILDING INFORMATION (1)

LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
Metcalf (1991)				
Square Footage	90,424			
Capacity	1,059	1,059	1,059	1,037
Enrollment	832	855	890	676
Millsap (1977)				
Square Footage	91,405			
Capacity	861	861	861	861
Enrollment	800	899	907	866
Moore (1980)				
Square Footage	92,176			
Capacity	996	996	996	974
Enrollment	843	873	964	995
Owens (1983)				
Square Footage	81,033			
Capacity	827	827	827	827
Enrollment	723	779	798	774
Pope (2014)				
Square Footage	112,970			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,000	997	990	1,001
Post (1960)				
Square Footage	102,893			
Capacity	1,092	1,092	1,092	1,092
Enrollment	734	798	825	868
Postma (2006)				
Square Footage	95,848			
Capacity	1,092	1,092	1,092	1,092
Enrollment	817	753	1,160	1,247
Reed (1991)				
Square Footage	91,575			
Capacity	1,039	1,039	1,039	1,017
Enrollment	827	847	836	815
Rennell (2010)				
Square Footage	110,549			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,208	1,260	1,216	1,282
Robinson (2008)				
Square Footage	93,924			
Capacity	1,092	1,092	1,092	1,092
Enrollment	902	908	877	1,283
Robison (2003)				
Square Footage	92,346			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,092	1,135	1,006	916
Sampson (2002)				
Square Footage	91,488			
Capacity	1,092	1,092	1,092	1,092
Enrollment	933	900	907	848

2022	2021	2020	2019	2018	2017
1,037	1,037	1,037	1,037	1,037	1,037
668	662	756	810	877	943
861	861	861	861	861	861
825	799	872	801	823	733
974	974	974	974	974	974
1,004	907	909	846	834	1,115
827	827	827	827	827	827
764	740	880	865	882	947
1,092	1,092	1,092	1,092	1,092	1,092
1,107	1,038	1,026	788	779	1,137
1,092	1,092	1,092	1,092	1,092	1,092
863	805	909	1,131	1,146	1,100
1,092	1,092	1,092	1,092	1,092	1,092
1,140	1,080	1,042	977	862	1,110
1,017	1,017	1,017	1,017	1,017	1,017
837	858	936	995	1,053	1,100
1,092	1,092	1,092	1,092	1,092	1,092
1,184	1,095	1,118	984	818	841
1,092	1,092	1,092	1,092	1,092	1,092
1,264	1,169	1,209	1,182	1,140	1,143
1,092	1,092	1,092	1,092	1,092	1,092
891	873	1,008	1,061	1,106	878
1,092	1,092	1,092	1,092	1,092	1,092
874	887	978	975	972	969

Continued

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
SCHOOL BUILDING INFORMATION (1)
LAST TEN FISCAL YEARS

Building	2026	2025	2024	2023
Sheridan (1992)				
Square Footage	90,008			
Capacity	1,059	1,059	1,059	1,037
Enrollment	908	919	947	1,280
Swenke (2009)				
Square Footage	103,057			
Capacity	1,092	1,092	1,092	1,092
Enrollment	872	892	935	940
Tipps (2003)				
Square Footage	94,047			
Capacity	1,092	1,092	1,092	1,092
Enrollment	925	980	1,028	1,028
Walker (2000)				
Square Footage	93,713			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,012	984	813	1,025
Warner (2007)				
Square Footage	92,307			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,120	1,168	1,193	1,182
Wells (2017)				
Square Footage	122,878			
Capacity	1,092	1,092	1,092	1,092
Enrollment	1,145	1,133	1,334	1,108
Willbern (1992)				
Square Footage	89,993			
Capacity	1,037	1,037	1,037	1,037
Enrollment	794	831	939	837
Wilson (1983)				
Square Footage	80,710			
Capacity	827	827	827	827
Enrollment	712	756	780	772
Woodard (2015)				
Square Footage	115,438			
Capacity	1,092	1,092	1,092	1,092
Enrollment	957	990	1,060	1,056
Yeager (1975)				
Square Footage	91,353			
Capacity	861	861	861	861
Enrollment	706	708	797	830
SPECIAL CAMPUSES (5)				
Maybelline Carpenter Center (1984)				
Square Footage	50,022 (6)			
Alternative Learning Ctr - East (1984)				
Square Footage	43,797 (6)			
Alternative Learning Ctr - West (2009)				
Square Footage	50,839 (6)			
Carlton Center (2006)				
Square Footage	37,977 (6)			
Leonard Brautigam Center (2019)				
Square Footage	90,147 (6)			
Total Square Footage (2)	16,905,204			
Total Capacity (3)	133,494	132,045	130,865	127,686
Total Enrollment (4)	114,697	117,927	118,470	118,010
Total Capacity Utilization (5)	86%	89%	91%	92%

(1) Source: District records, TEA website
(2) Square Footage comprises the total enclosed space of each campus as calculated by District architectural consultants.
(3) Capacity is the recommended planning capacity for each campus as determined by the Planning and Research Department.

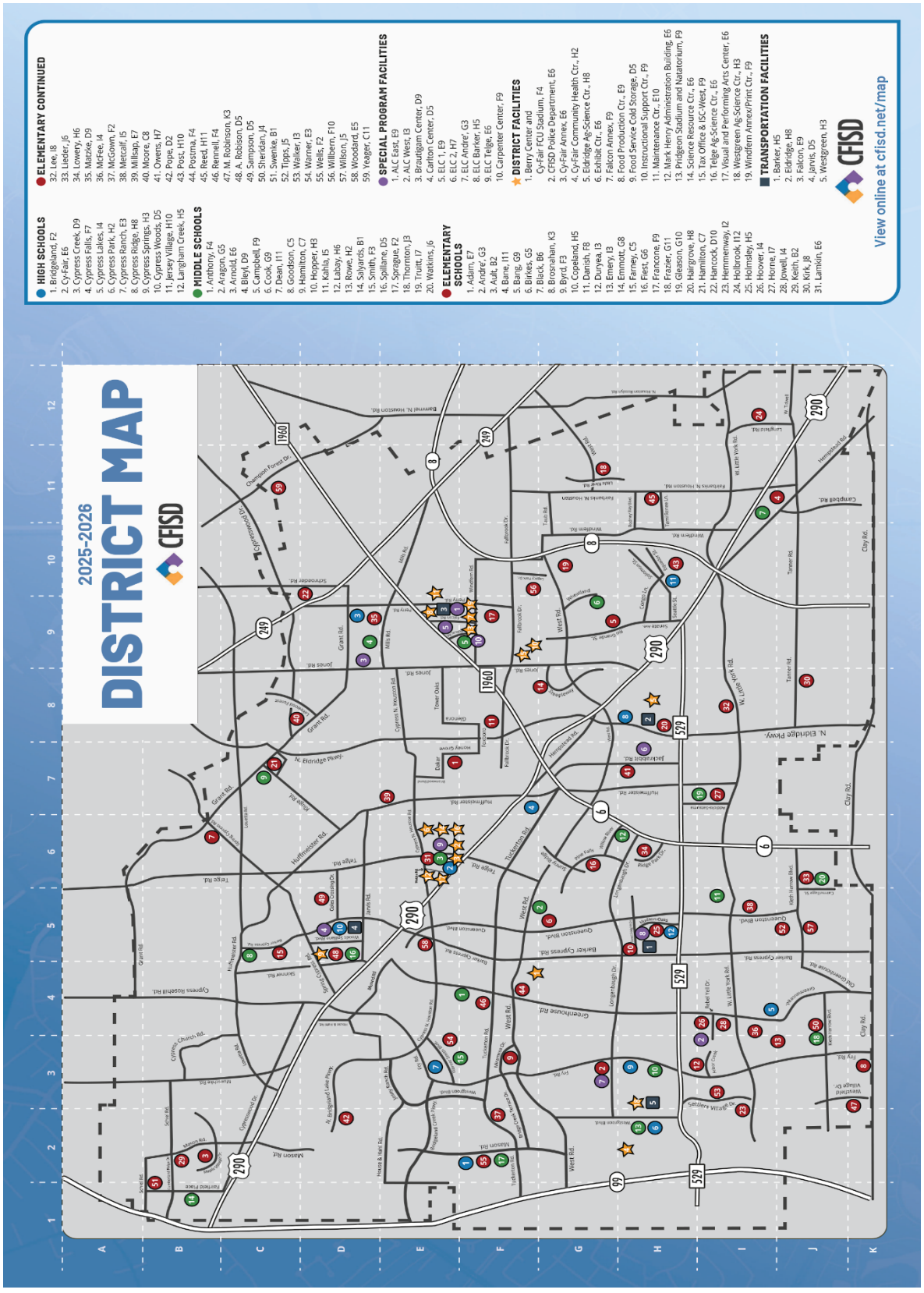
2022	2021	2020	2019	2018	2017
1,037	1,037	1,037	1,037	1,037	1,037
1,314	1,258	1,204	1,097	1,155	1,026
1,092	1,092	1,092	1,092	1,092	1,092
1,017	1,034	1,118	1,160	1,189	1,238
1,092	1,092	1,092	1,092	1,092	1,092
1,007	963	984	942	1,028	1,025
1,092	1,092	1,092	1,092	1,092	1,092
977	922	919	943	952	935
1,092	1,092	1,092	1,092	1,092	1,092
1,179	1,120	1,103	1,346	1,309	1,236
1,092	1,092	1,092	1,092	1,092	-
1,644	1,243	1,005	738	548	-
1,037	1,037	1,037	1,037	1,037	1,037
880	832	897	859	884	926
827	827	827	827	827	827
752	727	911	930	947	929
1,092	1,092	1,092	1,092	1,092	1,092
1,095	1,059	1,104	1,063	1,089	987
861	861	861	861	861	861
847	821	910	986	1,012	1,021
126,506	126,506	124,947	124,947	124,947	119,459
117,217	115,801	117,446	116,512	116,368	114,842
93%	92%	94%	93%	93%	96%

(4) Enrollment is based on the PEIMS fall snapshot for the indicated school year.
(5) Capacity Utilization is a calculation dividing Total Enrollment by Total Capacity.
(6) Enrollment included with home campus.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT **Table 18**

DISTRICT MAP

JUNE 30, 2026



CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Annual Comprehensive Financial Report

CFISD

ANNUAL COMPREHENSIVE FINANCIAL REPORT

FOR THE FISCAL YEAR ENDED JUNE 30, 2026

ANNUAL AUDIT REQUIREMENTS

- **Texas Education Code, Section 44.008**
  - Requires school districts to have its fiscal accounts audited annually by a CPA.
  - The annual audit report shall be approved by the Board of Trustees and filed with TEA by the 150 th day after the end of the fiscal year.

ANNUAL COMPREHENSIVE FINANCIAL REPORT

- **Government Finance Officers Association (GFOA)**
  - GFOA established the Certificate of Achievement for Excellence in Financial Reporting Program in 1945 to encourage and assist state and local governments to exceed the minimum requirements of generally accepted accounting principles to prepare reports that evidence the spirit of transparency and full disclosure.
  - CFISD has received the GFOA Certificate of Achievement for Excellence in Financial Reporting for 30 consecutive years.

ANNUAL COMPREHENSIVE FINANCIAL REPORT

- **Association of School Business Officials (ASBO) International Certificate of Excellence in Financial Reporting Program**
  - For over 50 years, ASBO has recommended districts to exceed the minimum requirements of generally accepted accounting principles to prepare comprehensive reports.
  - The award demonstrates a commitment to high standards and the adoption of best practices in financial reporting.
  - CFISD has received the ASBO Certificate of Excellence in Financial Reporting for 31 consecutive years.

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE – GENERAL FUND

REVENUES		
Local:		
Property Taxes	$	448,771,062
Other Local		50,356,809
State Programs*		682,902,751
Federal Programs		10,598,534
Total Revenues		1,192,629,156
EXPENDITURES*		
Instruction and Instructional-Related Services		818,139,877
Instructional and School Leadership		80,703,681
Support Services - Student		142,023,140
General Administration		20,547,515
Support Services - Non-student Based		139,560,646
Community Services		10,229,056
Debt Service		8,917,342
Capital Outlay		448,546
Intergovernmental Charges		8,031,536
Total Expenditures		1,228,601,339
Deficiency of Revenues Under Expenditures		(35,972,183)
Other Financing Sources		6,565,616
Net Change in Fund Balance		(29,406,567)
Fund Balance - Beginning		549,582,155
Fund Balance - Ending	$	520,175,588

* Includes $75.6 Million TRS On-Behalf

CFISD

GENERAL FUND HIGHLIGHTS

General administration = 1.67% of total expenditures

- Less than state average of 3.44%

Administrative Cost Ratio = 3.74%

- Less than the TEA threshold (8.55%) for school districts with more than 10,000 students

CFISD

ANNUAL COMPREHENSIVE FINANCIAL REPORT

- **Opinion on the Basic Financial Statements**
  - Unmodified or "clean" opinion
  - Highest level of assurance that can be given on financial statements
  - Audit conducted in accordance with auditing standards generally accepted in the United States of America and the *Government Auditing Standards*, issued by the Comptroller General of the United States

FEDERAL SINGLE AUDIT REPORT

- **Final issuance is delayed**
  - 2026 Office of Management & Budget (OMB) Compliance Supplement has not been released.
  - Auditors have been advised to withhold issuance of final reports until the official supplement is published.
  - Release date has not been announced.
  - Approval of Federal Single Audit Report will occur at a future board meeting.



QUESTIONS

1800 Hughes Landing Blvd, Suite 500
The Woodlands, Texas 77380
713-800-1060

October 28, 2026

Cypress-Fairbanks Independent School District
Dear Board of Trustees,

We are writing this letter in connection with our audit of the financial statements of Cypress-Fairbanks Independent School District (the "District") as of and for the year ended June 30, 2026 as communicated to you in our engagement letter dated February 2, 2026.

We are required by our professional standards to have certain communications with you to promote effective two-way communication between us, in our role as independent auditor, and yourselves, in your role as those charged with governance of the District. In this letter, we will provide you with observations arising from our audit of the financial statements of the District, that are significant and relevant to your responsibility to oversee the financial reporting process.

Responsibilities

The respective responsibilities of ourselves and of management in relation to the audit of the financial statements are set out in our engagement letter dated February 2, 2026.

Our responsibilities, as described by professional standards, are:

- to form and express an opinion about whether the financial statements that have been prepared by management, with your oversight, are prepared, in all material respects, in accordance with accounting principles generally accepted in the United States.
- to issue a report on the "District"'s internal control over financial reporting and compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of the financial statements amounts in accordance with *Government Auditing Standards*.
- to issue a report on the District's internal control related to major federal programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major federal program in accordance with the Single Audit Act Amendments of 1996 and Title 2 *Code of Federal Regulations*, Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). This report will be issued upon release of the Office of Management and Budget 2026 Compliance Supplement.

We are responsible for performing the audit in accordance with generally accepted auditing standards (GAAS) and *Government Auditing Standards*. The matters that GAAS and *Government Auditing Standards* require to be communicated, therefore, include significant matters arising during the audit of the financial statements that are relevant to you in overseeing the financial reporting process. We are not required to design procedures for the purpose of identifying other matters to communicate to you.

The audit of the financial statements does not relieve management or those charged with governance of their responsibilities.

There were no changes in our previously communicated planned scope and timing or identified risks.

Independence

We are not aware of any circumstances or relationships that would impair our independence and have complied with all relevant ethical requirements.

Audit Findings or Issues

Significant Accounting Policies

The significant accounting policies used by the District are outlined in Note 1 to the financial statements. There were no significant changes in accounting policies.

We did not identify any significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

We did not identify any alternative accounting policies that would have been more appropriate in the circumstances.

We did not identify any significant accounting policies in controversial or emerging areas.

Significant Accounting Estimates

Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. We identified the following significant estimate in the financial statements:

1. Foundation School Program - state aid revenue

Management's estimate of the item noted above is based on historical experience or information provided by third parties or the Texas Education Agency. We evaluated the key factors and assumptions used to develop the estimate and determined that the estimate is reasonable in relation to the basic financial statements taken as a whole in relation to the applicable opinion unit.

Significant Financial Statement Disclosures

We did not identify any particularly significant or sensitive financial statement disclosures in the financial statements.

Significant Unusual Transactions

There were no significant unusual transactions encountered during our audit.

Significant Difficulties Encountered

There were no significant difficulties encountered during our audit.

Disagreements with Management

There were no disagreements with management.

Written Representations

We have requested written representations from management in respect to their responsibility for the preparation of the financial statements in accordance with U.S. GAAP. A copy of those representations are included in a separate letter dated October 28, 2026.

Restriction of Use

This letter is intended solely for the information and use of those charged with governance of Cypress-Fairbanks Independent School District and, if appropriate, management, and is not intended to be, and should not be, used by anyone other than these specified parties.

Weaver and Tidwell, L.L.P.

WEAVER AND TIDWELL, L.L.P.

The Woodlands, Texas
October 28, 2026

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
Cypress, Texas

We have audited, in accordance with the 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 the Cypress-Fairbanks Independent School District (the "District"), as of and for the fiscal year ended June 30, 2026, 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 28, 2026.

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*.

Weaver and Tidwell, L.L.P.

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, TX
October 28, 2026

CERTIFICATE OF BOARD

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT	HARRIS	101-907 IV
Name of School	County	Co.-Dist Region Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and

[X] APPROVED --- [ ] DISAPPROVED
(Check One)

for the year ended June 30, 2026 at a meeting of the Board of Trustees of such school district on the 9th day of November, 2026.

SIGNATURE OF BOARD SECRETARY

SIGNATURE OF BOARD PRESIDENT

Naming

The responsibility for naming any facility, ~~or separate structure~~including exterior and interior spaces at an existing ~~facility~~campus, rests with the Board~~.~~ of Trustees.

Examples of campus exterior spaces include campus athletic fields and facilities.

Examples of campus interior spaces include gymnasiums, libraries, theaters, cafeteria/commons areas, band halls, and choir rooms.

An existing identifiable non-campus facility shall not be fragmented by renaming portions of that facility except in the case of a naming rights contract to benefit the District.

~~A~~As of the adoption date of this policy, any existing facility or portion thereof that has been officially named by action of the Board~~, as of the adoption date of this policy~~ or is subject to a contract approved by the Board of Trustees that includes naming rights, shall be grandfathered and not bound by the provisions of this policy.

Campus Naming Guidelines

The following guidelines apply when naming a new campus:

1. A high school name shall reflect the geographic area in which the campus is located, such as Bridgeland, Langham Creek, or Jersey Village.
2. An elementary or middle school campus shall be named in honor of a former District professional educator or support staff member who has retired or otherwise separated from the District in good standing. Eligible individuals include administrators, teachers, paraprofessionals, and support and operations employees.
3. A proposed name shall honor an individual who has made significant contributions to Cypress-Fairbanks ISD. Consideration shall include the individual's length of association with the District and the scope of the individual's districtwide impact.
4. Each naming recommendation shall be submitted to the Chief of Staff with a supporting narrative. The District shall retain all recommendations permanently.
5. When a new campus is to be named, the Superintendent shall present the Board of Trustees with all recommendations received and a final recommendation for the Board's consideration.

Campus Interior and Exterior Space Naming Guidelines

The following guidelines apply when naming an interior or exterior space on a campus:

1. A space shall be named in honor of a former campus professional educator or support staff member who has retired or otherwise separated from the District in good standing. Eligible individuals include administrators, teachers, paraprofessionals, and support and operations employees.
2. A proposed name shall honor an individual who has made a significant contribution to the campus or a campus program. Consideration shall include the individual's length of association with the campus or program and the scope of the individual's impact.
3. Each naming recommendation shall be submitted to the campus principal with a supporting narrative for initial review.
4. Naming proposals may be submitted at any time during the year.
5. If the campus principal grants initial approval, the principal shall convene a campus committee to conduct further review and assessment.
6. The campus committee shall include, at a minimum:
    a. Campus representatives, including the principal and relevant campus staff members;
    b. Community members, including parents, who are knowledgeable about the campus or program and its history; and
    c. One member of the Superintendent's executive cabinet.
7. If the campus committee reaches consensus to approve the proposal, the recommendation shall be submitted to the Superintendent for review.
8. The Superintendent shall determine whether to forward the recommendation to the Board of Trustees.

Dedication Plaque

Dedication plaques for interior/exterior spaces shall be placed on a standardized plaque as determined by the Facilities Department and affixed to the interior/exterior area.

The cost of the dedication plaque and mounting for interior/exterior areas is the responsibility of the campus.

NAMING FACILITIES

Naming

The responsibility for naming any facility, including exterior and interior spaces at an existing campus, rests with the Board of Trustees.

Examples of campus exterior spaces include campus athletic fields and facilities.

Examples of campus interior spaces include gymnasiums, libraries, theaters, cafeteria/commons areas, band halls, and choir rooms.

An existing identifiable non-campus facility shall not be fragmented by renaming portions of that facility except in the case of a naming rights contract to benefit the District.

As of the adoption date of this policy, any existing facility or portion thereof that has been officially named by action of the Board or is subject to a contract approved by the Board of Trustees that includes naming rights, shall be grandfathered and not bound by the provisions of this policy.

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The cost of the dedication plaque and mounting for interior/exterior areas is the responsibility of the campus.

Note: For information related to the selection of instructional materials, see EFA(LEGAL) and EFA(LOCAL).

The purpose of this policy is to outline the processes and standards by which a school library acquires, maintains, and withdraws library materials as defined by Education Code 33.020(3).

The oversight and ultimate responsibility for the review, inclusion, and final reconsideration of library materials is vested in the Board. The Superintendent shall ensure that library materials are selected in accordance with this policy established and approved by the Board as well as with the administrative regulations established by the Superintendent.

In this policy, “library materials” may include printed and electronic library acquisitions and other ancillary or supplementary materials in a school district’s library catalog. The policy applies to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access. While instructional materials and library materials are both considered instructional resources, they are not the same, and the term library materials should not be used interchangeably with instructional materials for the purpose of this policy.

“Parent” as used in this policy includes a parent or legal guardian standing in the parental relationship to a student.

Objectives

In accordance with state and local guidelines, the purpose of library collections is to enrich and support:

1. The state and local curriculum; and
2. Self-selected reading and voluntary inquiry.

School libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information and learning tools for the entire school community. School library collections may be used for formal or informal teaching and learning purposes, and should:

- Support student achievement,
- Present varying levels of difficulty,
- Demonstrate literary merit,
- Provide a wide range of background information that enables students to make intelligent decisions in their daily lives,

- Represent diverse viewpoints and cultures appropriate to each campus to ensure their campus collections embody the unique backgrounds of the student population, and
- Include materials of high interest to encourage student reading and learning for pleasure.

Parental Involvement and Access

School libraries are essential and must be safe and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from key stakeholders, including parents and community members. Each campus shall communicate to parents how to access policies relating to school libraries and library materials; provide parents access to library materials and resources; and inform the school community of opportunities for students, parents, educators, and community members to provide feedback on library materials and services.

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials.

The District shall allow efficient parental access to the District libraries and online catalogs and post this policy and its implementing regulation along with a link to each campus and their library materials on the District's website. A parent who wishes to access their child's school library should submit a request to the principal. The principal or designated staff member shall work with the parent to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services. Parents may view their own student's library material selection(s), including titles, authors, genres, and return dates, through the District's online library management system.

Parents may also elect to restrict their own student's ability to check out or access library materials in accordance with administrative regulation. The Superintendent shall develop procedures that permit a parent to submit the request to restrict in at least one of the methods permitted by law.

Protection from Inappropriate Material

School library materials, including materials available on display, in classroom libraries, online catalogs, ~~and~~ library mobile applications, and any other library catalog a student may access shall not include:

1. "Harmful material" as defined by Education Code 33.020 and Penal Code 43.24;

2. “Indecent content” as defined by Education Code 33.020;
3. “Obscene” material as defined by Penal Code 43.21(a)(1);
4. “Sexually explicit material” as defined by Education Code 33.021(a);
5. “Profane content” as defined by Education Code 33.020;
6. “Pervasively vulgar” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
7. “Educationally unsuitable” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
8. Material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or
9. Any material legally prohibited from inclusion in a public school library.

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Library materials determined by the Texas Education Agency (TEA) to contain sexually relevant material as defined by Education Code 35.001(3) require parent permission to reserve, check out, or otherwise use outside the school library.

Collection Development Standards

Library materials in the library collection shall be chosen in accordance with state law. This policy shall be reviewed at least once every three (3) years and updated as needed. The Texas State Library and Archives Commission standards for school library collection development shall serve as the primary basis for developing and implementing the District’s library collection development standards. Library materials included in a campus collection should be categorized into one of the District’s identified book collections prior to inclusion in the collection. For administrative efficiency, the District shall identify its collections using the publishing industry’s standard collection titles of juvenile, young adult, and adult collections as defined in administrative regulation.

In the selection and acquisition of library materials and services, the District-level library supervisor and individuals designated by that supervisor, such as State Board for Educator Certification (SBEC) certified campus librarians, shall ensure that the materials and services comply with the mandatory collection development standards adopted by the Texas State Library and Archives Commission and consider the voluntary standards for school library services adopted by the Texas State Library and Archives Commission. The selection and determination of library materials should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

In addition, the evaluation and selection of collection material should consider at least two (2) of the following standards:

1. Consideration of recommendations from students, parents/ guardians, and local community members;
2. Consultation with the school District's educators and library staff and/or consultation with library staff of similarly situated school districts and their collection and collection development policies;
3. An extensive review of the text of the item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within the existing school library collection, and potential support of the school curriculum; or
5. Consideration of the authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists for school-aged readers, library science field experts, and highly acclaimed author and literacy expert recommendations.

Additional Standards for Fiction and Literary Non-Fiction

In addition to the collection standards stated above, prior to any fiction or literary non-fiction material being selected for inclusion in the Young Adult or Adult Collections, a library material shall have been read or reviewed and recommended for inclusion by the District-level library supervisor, a campus librarian, or individuals designated by the District-level library supervisor.

Acquisition and Procurement Procedures

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 (30) days prior to the material being considered and approved by the Board 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 that have been proposed for acquisition by donation or purchase at the first meeting on or after the expiration of the thirty (30) day posting of the library materials. 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. Approval of the Acquisition List encompasses all ISBN's associated with the listed materials.

Grade Span Access by Collection

The District shall ensure that the methods by which a student accesses library materials, including digital material, allows the student to only access grade-appropriate content ~~and/or content authorized by parent permission~~.

The District-level library supervisor and individuals designated by that supervisor, such as SBEC certified campus librarians, shall apply access levels to library materials in the library collections by consulting professional reviews and/or recommendations from District librarians or individuals designated by the District-level library supervisor. Access levels shall be applied in accordance with administrative regulation and the following collection levels are available at campuses (content appropriate for the grade levels at that campus) as follows:

Grade Span	~~Content Access~~Collection Levels
Prekindergarten-grade 5	Juvenile~~,~~ (Primary), Juvenile (Older Elementary) Young Adult* (Elementary)
~~Grade 6~~	~~Juvenile, Young Adult*, Adult*~~
Grade~~s~~ ~~7~~6-8	Juvenile (Middle School), Young Adult~~, Adult*~~ (Middle School), Adult (Middle School)
Grades 9-12	Juvenile (High School), Young Adult~~, Adult*~~ (High School), Adult (High School)

Deleted Cells

Deleted Cells

~~*~~**Parental** ~~permission is required~~**Rights to Opt-Out**

Parents may submit a list of specific library materials to which they wish to restrict their child's access and/or parents may restrict access to entire content collections in their child's grade span.

Parent Consideration

District staff may assist a student in selecting library material for choice reading; however, the ultimate determination of appropriateness and access to library materials for a student remains with that student's parent. Parents are encouraged to communicate with the campus librarian and their student's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

Challenged Resources

A parent of a District student, a District student who is 18 years of age or older, an individual employee in the District, or any District resident may challenge a library material maintained in the District's library collection on the basis that the library material fails to meet the standards set forth in this policy or the designated collection level for the library material is incorrect.

Guiding Principles

The following principles shall guide the Board, staff, and reconsideration committees in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, even though the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for library materials set out in this policy.
2. Access to a challenged material shall be restricted during the formal reconsideration process.
3. The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use.
4. Library materials may not be removed based solely on the ideas contained in the material, or the personal background of the author or characters in the material. [EFB(LEGAL)]

Informal Reconsideration Required

Any objection or challenge to a library material must first be made through the informal reconsideration review process at the campus where the material is located. When a campus receives an objection or challenge to the appropriateness of a library material or its collection level, the campus librarian and a campus administrator shall try to resolve the matter informally. The librarian and administrator shall confer with the complainant regarding the specific concerns of the library material or assigned collection level.

If the complainant's concerns are not resolved through the informal process, the administrator shall refer the complainant to this policy and the required form to request a formal reconsideration of the library material on the District's website.

Formal Reconsideration

Reconsideration Committee

If the complainant is dissatisfied with the informal reconsideration review, the complainant may choose to request a formal reconsideration. A complainant must make any formal challenge to a library material on the TEA form posted on the District's website. A complainant shall submit the completed and signed form to the District-level library supervisor. Upon receipt of the form, the District-level library supervisor shall notify the campus principal and librarian at every campus where the library material is located of

the challenge and shall provide a copy of the form to the Superintendent and the Board.

The District-level library supervisor shall appoint a reconsideration committee to hear the formal reconsideration request. The reconsideration committee should generally include a campus librarian, administrator, and parent from each campus or campus feeder pattern where the challenged material is located but may include fewer representatives if at multiple campuses and determined appropriate by the District-level library supervisor. The committee may also include other members such as District-level staff, secondary-level students, and any other appropriate individuals determined by the District-level library supervisor.

Any member of the reconsideration committee must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety within forty-five (45) school days of formation of the reconsideration committee or as soon thereafter as reasonably possible given the length or complexity of the challenged resource or the number of pending reconsideration requests being considered. If the committee requires time beyond forty-five (45) school days because of the number of pending requests or the length or complexity of the challenged resources, the District-level library supervisor shall notify the complainant of the progress of the review and the estimated time period needed for the reconsideration committee to complete the review. However, notwithstanding the above, no review period shall take longer than ninety (90) calendar days after the date the request for reconsideration is received.

Once the review is completed, 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 part of the library collection or assigned collection level. The committee shall prepare a written determination of its findings within ten (10) school days of the reconsideration committee meeting. The Board, the Superintendent, and the complainant shall receive copies of the determination.

Appeal

The decision of the reconsideration committee may be appealed to the Board by the individual who submitted the challenge. The individual must provide the notice of appeal in accordance with

administrative regulation. The Board shall hear the appeal and render a decision in accordance with the timelines established in law. When considering an appeal, the Board shall consider the factors in Education Code 33.027(f) within the timelines established by law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as a classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Alternate Sources of Library Materials

The District shall accept gifts and donations to a campus library with the understanding that the library materials and monies to purchase library materials must be in accordance with District policy and the selection criteria noted above. [See CDC] Classroom library materials created or maintained to enhance the instructional program or for voluntary inquiry or self-selected reading by students shall be done in accordance with the selection criteria noted above.

Deselection of Library Materials

Campus library collections shall be evaluated periodically to appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. The Superintendent shall ensure administrative procedures are established for regular maintenance of the campus library collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Note: For information related to the selection of instructional materials, see EFA(LEGAL) and EFA(LOCAL).

The purpose of this policy is to outline the processes and standards by which a school library acquires, maintains, and withdraws library materials as defined by Education Code 33.020(3).

The oversight and ultimate responsibility for the review, inclusion, and final reconsideration of library materials is vested in the Board. The Superintendent shall ensure that library materials are selected in accordance with this policy established and approved by the Board as well as with the administrative regulations established by the Superintendent.

In this policy, “library materials” may include printed and electronic library acquisitions and other ancillary or supplementary materials in a school district’s library catalog. The policy applies to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access. While instructional materials and library materials are both considered instructional resources, they are not the same, and the term library materials should not be used interchangeably with instructional materials for the purpose of this policy.

“Parent” as used in this policy includes a parent or legal guardian standing in the parental relationship to a student.

Objectives

In accordance with state and local guidelines, the purpose of library collections is to enrich and support:

1. The state and local curriculum; and
2. Self-selected reading and voluntary inquiry.

School libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information and learning tools for the entire school community. School library collections may be used for formal or informal teaching and learning purposes, and should:

- Support student achievement,
- Present varying levels of difficulty,
- Demonstrate literary merit,
- Provide a wide range of background information that enables students to make intelligent decisions in their daily lives,

- Represent diverse viewpoints and cultures appropriate to each campus to ensure their campus collections embody the unique backgrounds of the student population, and
- Include materials of high interest to encourage student reading and learning for pleasure.

Parental Involvement and Access

School libraries are essential and must be safe and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from key stakeholders, including parents and community members. Each campus shall communicate to parents how to access policies relating to school libraries and library materials; provide parents access to library materials and resources; and inform the school community of opportunities for students, parents, educators, and community members to provide feedback on library materials and services.

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials.

The District shall allow efficient parental access to the District libraries and online catalogs and post this policy and its implementing regulation along with a link to each campus and their library materials on the District's website. A parent who wishes to access their child's school library should submit a request to the principal. The principal or designated staff member shall work with the parent to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services. Parents may view their own student's library material selection(s), including titles, authors, genres, and return dates, through the District's online library management system.

Parents may also elect to restrict their own student's ability to check out or access library materials in accordance with administrative regulation. The Superintendent shall develop procedures that permit a parent to submit the request to restrict in at least one of the methods permitted by law.

Protection from Inappropriate Material

School library materials, including materials available on display, in classroom libraries, online catalogs, ~~and~~ library mobile applications, and any other library catalog a student may access shall not include:

1. "Harmful material" as defined by Education Code 33.020 and Penal Code 43.24;

2. “Indecent content” as defined by Education Code 33.020;
3. “Obscene” material as defined by Penal Code 43.21(a)(1);
4. “Sexually explicit material” as defined by Education Code 33.021(a);
5. “Profane content” as defined by Education Code 33.020;
6. “Pervasively vulgar” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
7. “Educationally unsuitable” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
8. Material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or
9. Any material legally prohibited from inclusion in a public school library.

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Library materials determined by the Texas Education Agency (TEA) to contain sexually relevant material as defined by Education Code 35.001(3) require parent permission to reserve, check out, or otherwise use outside the school library.

Collection Development Standards

Library materials in the library collection shall be chosen in accordance with state law. This policy shall be reviewed at least once every three (3) years and updated as needed. The Texas State Library and Archives Commission standards for school library collection development shall serve as the primary basis for developing and implementing the District’s library collection development standards. Library materials included in a campus collection should be categorized into one of the District’s identified book collections prior to inclusion in the collection. For administrative efficiency, the District shall identify its collections using the publishing industry’s standard collection titles of juvenile, young adult, and adult collections as defined in administrative regulation.

In the selection and acquisition of library materials and services, the District-level library supervisor and individuals designated by that supervisor, such as State Board for Educator Certification (SBEC) certified campus librarians, shall ensure that the materials and services comply with the mandatory collection development standards adopted by the Texas State Library and Archives Commission and consider the voluntary standards for school library services adopted by the Texas State Library and Archives Commission. The selection and determination of library materials should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

In addition, the evaluation and selection of collection material should consider at least two (2) of the following standards:

1. Consideration of recommendations from students, parents/ guardians, and local community members;
2. Consultation with the school District's educators and library staff and/or consultation with library staff of similarly situated school districts and their collection and collection development policies;
3. An extensive review of the text of the item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within the existing school library collection, and potential support of the school curriculum; or
5. Consideration of the authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists for school-aged readers, library science field experts, and highly acclaimed author and literacy expert recommendations.

Additional Standards for Fiction and Literary Non-Fiction

In addition to the collection standards stated above, prior to any fiction or literary non-fiction material being selected for inclusion in the Young Adult or Adult Collections, a library material shall have been read or reviewed and recommended for inclusion by the District-level library supervisor, a campus librarian, or individuals designated by the District-level library supervisor.

Acquisition and Procurement Procedures

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 (30) days prior to the material being considered and approved by the Board 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 that have been proposed for acquisition by donation or purchase at the first meeting on or after the expiration of the thirty (30) day posting of the library materials. 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. Approval of the Acquisition List encompasses all ISBN's associated with the listed materials.

Grade Span Access by Collection

The District shall ensure that the methods by which a student accesses library materials, including digital material, allows the student to only access grade-appropriate content.

The District-level library supervisor and individuals designated by that supervisor, such as SBEC certified campus librarians, shall apply access levels to library materials in the library collections by consulting professional reviews and/or recommendations from District librarians or individuals designated by the District-level library supervisor. Access levels shall be applied in accordance with administrative regulation and the following collection levels are available at campuses (content appropriate for the grade levels at that campus) as follows:

Grade Span	Collection Levels
Prekindergarten-grade 5	Juvenile (Primary), Juvenile (Older Elementary) Young Adult (Elementary)

Grade Span	Collection Levels
Grade 6-8	Juvenile (Middle School), Young Adult (Middle School), Adult (Middle School)
Grades 9-12	Juvenile (High School), Young Adult (High School), Adult (High School)

Parental Rights to Opt-Out

Parents may submit a list of specific library materials to which they wish to restrict their child's access and/or parents may restrict access to entire content collections in their child's grade span.

Parent Consideration

District staff may assist a student in selecting library material for choice reading; however, the ultimate determination of appropriateness and access to library materials for a student remains with that student's parent. Parents are encouraged to communicate with the campus librarian and their student's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

Challenged Resources

A parent of a District student, a District student who is 18 years of age or older, an individual employee in the District, or any District resident may challenge a library material maintained in the District's library collection on the basis that the library material fails to meet the standards set forth in this policy or the designated collection level for the library material is incorrect.

Guiding Principles

The following principles shall guide the Board, staff, and reconsideration committees in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, even though the professional staff and the Board followed the proper

procedure and adhered to the objectives and criteria for library materials set out in this policy.

2. Access to a challenged material shall be restricted during the formal reconsideration process.

3. The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use.

4. Library materials may not be removed based solely on the ideas contained in the material, or the personal background of the author or characters in the material. [EFB(LEGAL)]

Informal Reconsideration Required

Any objection or challenge to a library material must first be made through the informal reconsideration review process at the campus where the material is located. When a campus receives an objection or challenge to the appropriateness of a library material or its collection level, the campus librarian and a campus administrator shall try to resolve the matter informally. The librarian and administrator shall confer with the complainant regarding the specific concerns of the library material or assigned collection level.

If the complainant's concerns are not resolved through the informal process, the administrator shall refer the complainant to this policy and the required form to request a formal reconsideration of the library material on the District's website.

Formal Reconsideration

Reconsideration Committee

If the complainant is dissatisfied with the informal reconsideration review, the complainant may choose to request a formal reconsideration. A complainant must make any formal challenge to a library material on the TEA form posted on the District's website. A complainant shall submit the completed and signed form to the District-level library supervisor. Upon receipt of the form, the District-level library supervisor shall notify the campus principal and librarian at every campus where the library material is located of the challenge and shall provide a copy of the form to the Superintendent and the Board.

The District-level library supervisor shall appoint a reconsideration committee to hear the formal reconsideration request. The reconsideration committee should generally include a campus librarian, administrator, and parent from each campus or campus feeder pattern where the challenged material is located but may include fewer representatives if at multiple campuses and

determined appropriate by the District-level library supervisor. The committee may also include other members such as District-level staff, secondary-level students, and any other appropriate individuals determined by the District-level library supervisor.

Any member of the reconsideration committee must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety within forty-five (45) school days of formation of the reconsideration committee or as soon thereafter as reasonably possible given the length or complexity of the challenged resource or the number of pending reconsideration requests being considered. If the committee requires time beyond forty-five (45) school days because of the number of pending requests or the length or complexity of the challenged resources, the District-level library supervisor shall notify the complainant of the progress of the review and the estimated time period needed for the reconsideration committee to complete the review. However, notwithstanding the above, no review period shall take longer than ninety (90) calendar days after the date the request for reconsideration is received.

Once the review is completed, 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 part of the library collection or assigned collection level. The committee shall prepare a written determination of its findings within ten (10) school days of the reconsideration committee meeting. The Board, the Superintendent, and the complainant shall receive copies of the determination.

Appeal

The decision of the reconsideration committee may be appealed to the Board by the individual who submitted the challenge. The individual must provide the notice of appeal in accordance with administrative regulation. The Board shall hear the appeal and render a decision in accordance with the timelines established in law. When considering an appeal, the Board shall consider the factors in Education Code 33.027(f) within the timelines established by law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as a classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Alternate Sources of Library Materials

The District shall accept gifts and donations to a campus library with the understanding that the library materials and monies to purchase library materials must be in accordance with District policy and the selection criteria noted above. [See CDC] Classroom library materials created or maintained to enhance the instructional program or for voluntary inquiry or self-selected reading by students shall be done in accordance with the selection criteria noted above.

Deselection of Library Materials

Campus library collections shall be evaluated periodically to appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. The Superintendent shall ensure administrative procedures are established for regular maintenance of the campus library collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

MEMO

TO: Deborah Stewart, Chief of Employee & Student Services/ Associate Superintendent &
Ify Ogwumike, Assistant Superintendent for Student Services

FROM: Jae Simpson-Butler, Director for Student Services/Admissions

CC: Tameka Pressley, Director for Student Services/Admissions

DATE: October 23, 2026

RE: Possible Low-Attendance Day Waiver for Swenke Elementary School (REVISED)

On Monday, September 28, 2026, Swenke Elementary School experienced issues with the HVAC system causing temperatures to rise into the 80's and be untenable for students and staff. The CFISD facilities team attempted to mitigate the situation with portable fans while the CFISD maintenance team worked to repair a chiller. The temperatures continued to climb, so several pants/guardians made the decision to pick up their child and take them home for the day. The remaining staff and students were bused to a local middle school and remained there through the end of the school day. The chiller was repaired and everyone returned to campus on Tuesday, September 29, 2026.

However, the loss of air conditioning caused the campus to experience unusually low attendance on Monday. Please see the chart below for a summary of the attendance for the day:

Campus	Low Attendance Rate for 9.28.26	Official EOY Attendance Rate for 2025-26	Difference
Swenke ES	74.87%	96.26%	-21.39%

Please note that page 78 the Proposed 2026-27 Student Attendance Accounting Handbook speaks to the provisions for a Low-Attendance Day Waiver, where the following is denoted:

> ***"3.8.1.3 Low-Attendance Day Waivers***
>
> For a day when school was held but attendance was at least 10 percentage points below the overall attendance rate for your district or the applicable campus for the prior year because of issues related to inclement weather, health, or safety, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.
>
> An application for a low-attendance day waiver must be submitted using TEA's automated waiver application system, which is available in TEAL. Your district must include the following items in its application:

- documentation of low attendance for the day, including the reason for the low attendance rate, and
- the prior year's attendance report, showing the overall attendance rate for the year for the district (if a waiver is requested for the district) or applicable campus (if a waiver is requested for a campus). For a district or campus with multiple tracks, the overall attendance rate for all tracks must be used. For a new campus or a campus that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.

These documents should be uploaded as attachments in the automated waiver application system.

Note: An instructional day that experiences low attendance but does not meet the qualifications for the waiver must still report that date as a day of instruction and should not be changed to a noninstructional day, even if the LEA has excess minutes in the calendar. LEAs are responsible for submitting current, complete, and accurate data required for each PEIMS and TSDS collection. **Each person entering data into the attendance accounting system must attest that the data he or she has entered are true and correct to the best of his or her knowledge. The superintendent must affirm that he or she has taken measures to verify the accuracy and authenticity of the attendance data.** See 3.1 Responsibility**"**

label	value	grade_EE	grade_PK	grade_KG
Campus ID	101907153			
Campus Name	Swenke Elementary			
Instructional Track	All			
Reporting Period	1,2,3,4,5,6			
	A. Days Taught: 181.00	EE	PK	KG
	B. Days Membership	0.00	3927.50	15372.00
	C.Total Days Absent	0.00	185.50	677.00
	D. Total Days Present	0.00	3742.00	14695.00
	E. Total Ineligible Days	0.00	2248.50	0.00
	F. Total Elig Days	0.00	1493.50	14695.00
	G.0 Biling/ESL ProgType Tot	0.00	519.00	1292.00
	G.2 E1 - Elig Days ESL	0.00	519.00	1292.00
	H1a. EE Eco Dis Elig Day Tot	0.00	0.00	1891.00
	H1b. EE Eco Dis Elig Day IP	0.00	0.00	1891.00
	H2a. EE Lang Elig Day Tot	0.00	0.00	1292.00
	H2b. EE Lang Elig Day IP	0.00	0.00	1292.00
	H3a. EcoDisLang Elig Day Tot	0.00	0.00	137.00
	H3b. EcoDisLang Elig Day IP	0.00	0.00	137.00
	K. Days SpEd Main Total	0.00	0.00	164.00
	U. Percent in Attendance	0.00	95.28	95.60
	Z. Gifted/Talented Students	0.00	0.00	16.00

grade_01	grade_02	grade_03	grade_04	grade_05	grade_06	grade_07	grade_08	grade_09
01	02	03	04	05	06	07	08	09
20523.00	22970.00	21199.00	29956.00	31554.00	0.00	0.00	0.00	0.00
721.00	936.00	773.00	951.00	1198.00	0.00	0.00	0.00	0.00
19802.00	22034.00	20426.00	29005.00	30356.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
19802.00	22034.00	20426.00	29005.00	30356.00	0.00	0.00	0.00	0.00
2625.00	474.00	998.00	0.00	648.00	0.00	0.00	0.00	0.00
2625.00	474.00	998.00	0.00	648.00	0.00	0.00	0.00	0.00
3772.00	3294.00	2118.00	0.00	0.00	0.00	0.00	0.00	0.00
3772.00	3294.00	2118.00	0.00	0.00	0.00	0.00	0.00	0.00
2625.00	474.00	998.00	0.00	0.00	0.00	0.00	0.00	0.00
2625.00	474.00	998.00	0.00	0.00	0.00	0.00	0.00	0.00
1124.00	163.00	337.00	0.00	0.00	0.00	0.00	0.00	0.00
1124.00	163.00	337.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	445.00	383.00	761.00	1137.00	0.00	0.00	0.00	0.00
96.49	95.93	96.35	96.83	96.20	0.00	0.00	0.00	0.00
15.00	20.00	27.00	16.00	29.00	0.00	0.00	0.00	0.00

grade_10	grade_11	grade_12	ade_totals
10	11	12	Total
0.00	0.00	0.00	45501.50
0.00	0.00	0.00	5441.50
0.00	0.00	0.00	40060.00
0.00	0.00	0.00	2248.50
0.00	0.00	0.00	37811.50
0.00	0.00	0.00	6556.00
0.00	0.00	0.00	6556.00
0.00	0.00	0.00	11075.00
0.00	0.00	0.00	11075.00
0.00	0.00	0.00	5389.00
0.00	0.00	0.00	5389.00
0.00	0.00	0.00	1761.00
0.00	0.00	0.00	1761.00
0.00	0.00	0.00	2890.00
0.00	0.00	0.00	96.26
0.00	0.00	0.00	123.00

10/23/2026

ADA/ADM Statistics Report Statistics Log

Started:	10/23/2026 07:30:38 AM
Completed:	10/23/2026 07:30:40 AM
File Name:	ADA_ADM_Statistics_Report_20261023_073040.pdf
Run By User:	e059125
Working School Year:	2027

Prompts

Buildings:	153
Date Range:	09/28/2026 - 9/28/2026
Primary Totals:	Grade
First NCLB Subtotal:	
Second NCLB Subtotal:	
Third NCLB Subtotal:	
Absence Codes:	E
Learning Location Type:	
Calculate Day Totals:	No
Exclude ADA 9 Students:	Yes

ADA/ADM Statistics Report

Building List: 153
Date Range: 09/28/2026 - 09/28/2026

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
153 - Swenke Elementary									
Grade EE Totals	0	0	0	0	0	0	0	0	0
Grade PK Totals	9.5	7	16.5	11	9	20	33	40	82.5
Grade KG Totals	39	39	78	50	49	99	78	99	78.79
Grade 01 Totals	43	32	75	59	43	102	75	102	73.53
Grade 02 Totals	43	56	99	52	68	120	99	120	82.5
Grade 03 Totals	53	47	100	80	60	140	100	140	71.43
Grade 04 Totals	54	40	94	70	61	131	94	131	71.76
Grade 05 Totals	71	61	132	92	90	182	132	182	72.53
153 - Swenke Elementary	312.5	282	594.5	414	380	794	594.5	794	74.87
Report Totals	312.5	282	594.5	414	380	794	594.5	794	74.87

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