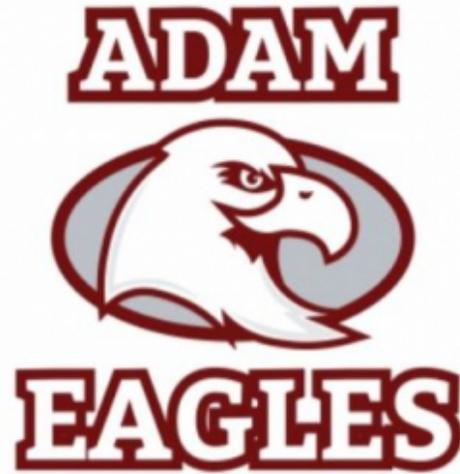


# Cypress-Fairbanks Independent School District

## Adam Elementary School

2024-2025



# Mission Statement

District Mission Statement: Equip students today to impact tomorrow.

Adam Mission Statement:

Our Adam community puts kids first by building strong relationships through an engaging learning environment that is positive, challenging, and fun. We believe encouragement, patience, high expectations, and quality instruction will lead to the academic success of all our students.

# Goals

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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RLA: All ELAR teachers will purposefully plan explicit and systematic first-time instruction and practice purposeful small group instruction to address individual needs. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Our math teachers will plan explicit and systematic first-time instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences. Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Our science teachers will strengthen students' understanding of science concepts by planning explicit and systematic first-time instruction and providing rigorous and relevant, hands-on opportunities. Strategies will include higher-level student discourse, student-created presentations and projects, and critical writing to justify thinking.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialists.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, Safety Patrol, PBIS</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** MAP and MClass Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will maintain a monitoring notebook to document individual students' progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** AMIRA Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will maintain a monitoring notebook to document individual students' progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

**Evaluation Data Sources:** AMIRA Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

**Evaluation Data Sources:** MAP Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math teachers will model and expect students to use a problem-solving process.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Math teachers will track student progress using Progress Monitoring Notebook.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistance Principals, Counselors, and Behavior Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the current school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.  <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)  <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and Behavior Interventionists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS Committee is focusing on data-driven decision-making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Interventionists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal.</p> <p>A professional development will be provided focusing on the correlation between staff absences and student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance rate will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive professional development on topics including (but not limited to): Quality First Instruction, Fundamental Five, Small Group Instruction, Data Analysis, and Classroom Management</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Campus Leadership Team</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b> Consistent communication will be provided to the families and community through classroom newsletters, campus newsletters, Twitter, Facebook, Remind, and the Adam website.</p> <p>Throughout the year, parents/guardians will have opportunities to assist in finding strategies and methods to use to assist with student learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Campus Leadership Team</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Carrie McCollister	Principal
Teacher #1	Ali Mancill	Life Skills / ECSE
Teacher #2	Mendoza Rosie	Pre-K
Teacher #3	Kim Lacagnina	Kindergarten
Teacher #4	Sarah Jackson	First Grade
Teacher #5	Leah Bridges	Second Grade
Teacher #6	Brad Hays	Third Grade
Teacher #7	Lauren Parrent	Fourth Grade
Teacher #8	Bernadette Jones	Fifth Grade
Other School Leader (Nonteaching Professional) #1	Tony Morrow	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Kristy Strong	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Hart Teneal	ELAR Instructional Specialist (2-5)
Other School Leader (Nonteaching Professional) #4	Clavette Brittany	Math Instructional Specialist
Paraprofessional #1	Lydia Garcia	Paraprofessional
Paraprofessional #2	Tanya Vatuna	Campus Secretary
Administrator (LEA) #1	Tracy McDaniel	Administrator (LEA) #1
Administrator (LEA) #2	Adriana Price	Administrator (LEA) #2
Parent #1	Chelsea Wycough	Parent
Parent #2	Parent #2	Parent #2
Community Member #1	Celinda Guerra	Community Representative
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2 #2	Business Representative #2

# Addendums

Campus Adam

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	75%	77%	79%	81%	83%
Meets or Above	49%	52%	55%	58%	61%
Masters Grade Level	27%	30%	33%	36%	39%

2024-25	Target Check
76%	Met District Strategic Target
51%	Met District Strategic Target
30%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

\*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	3	Adam	ES4	All	128	76%	79%	79%	48%	50%	45%	24%	30%	20%
Reading	3	Adam	ES4	Hispanic	61	76%	79%	77%	44%	46%	30%	22%	25%	*
Reading	3	Adam	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Adam	ES4	Asian	8	80%	88%	100%	70%	75%	88%	*	63%	63%
Reading	3	Adam	ES4	African Am.	25	74%	76%	83%	39%	44%	65%	*	24%	26%
Reading	3	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Adam	ES4	White	25	73%	76%	78%	51%	52%	48%	31%	32%	35%
Reading	3	Adam	ES4	Two or More	9	88%	89%	70%	63%	67%	50%	*	44%	*
Reading	3	Adam	ES4	Eco. Dis.	87	72%	74%	76%	42%	44%	38%	18%	20%	13%
Reading	3	Adam	ES4	EB	27	69%	70%	85%	29%	30%	37%	*	15%	*
Reading	3	Adam	ES4	At-Risk	53	67%	70%	67%	27%	28%	30%	10%	11%	9%
Reading	3	Adam	ES4	SPED	20	49%	50%	29%	*	40%	*	*	20%	*
Reading	4	Adam	ES4	All	173	79%	81%	80%	61%	64%	47%	34%	38%	19%
Reading	4	Adam	ES4	Hispanic	80	73%	75%	77%	59%	61%	43%	25%	30%	13%
Reading	4	Adam	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	4	Adam	ES4	Asian	11	100%	100%	90%	67%	73%	70%	56%	55%	*
Reading	4	Adam	ES4	African Am.	30	71%	77%	67%	*	43%	33%	*	30%	*
Reading	4	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Adam	ES4	White	44	90%	91%	90%	76%	77%	52%	49%	50%	24%
Reading	4	Adam	ES4	Two or More	8	75%	75%	78%	63%	75%	67%	*	50%	56%
Reading	4	Adam	ES4	Eco. Dis.	112	74%	76%	78%	57%	59%	38%	26%	28%	13%
Reading	4	Adam	ES4	EB	46	64%	65%	73%	42%	43%	20%	14%	15%	*
Reading	4	Adam	ES4	At-Risk	71	65%	68%	71%	44%	46%	26%	18%	20%	6%
Reading	4	Adam	ES4	SPED	39	35%	36%	39%	27%	28%	*	*	18%	*
Reading	5	Adam	ES4	All	142	79%	86%	78%	55%	63%	65%	34%	41%	40%
Reading	5	Adam	ES4	Hispanic	74	75%	77%	73%	45%	47%	53%	27%	28%	29%
Reading	5	Adam	ES4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Adam	ES4	Asian	10	100%	100%	90%	90%	90%	80%	60%	60%	60%
Reading	5	Adam	ES4	African Am.	14	67%	71%	87%	46%	50%	80%	29%	29%	40%
Reading	5	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Adam	ES4	White	40	93%	95%	82%	77%	80%	82%	47%	50%	56%
Reading	5	Adam	ES4	Two or More	6	*	100%	*	*	100%	*	*	100%	*
Reading	5	Adam	ES4	Eco. Dis.	97	75%	77%	75%	49%	51%	61%	27%	29%	30%
Reading	5	Adam	ES4	EB	35	54%	57%	52%	21%	23%	24%	*	17%	*
Reading	5	Adam	ES4	At-Risk	77	70%	71%	64%	39%	42%	44%	18%	19%	20%
Reading	5	Adam	ES4	SPED	29	61%	62%	39%	32%	34%	25%	23%	24%	*
Math	3	Adam	ES4	All	128	62%	66%	70%	30%	37%	36%	11%	22%	16%
Math	3	Adam	ES4	Hispanic	61	59%	61%	59%	29%	31%	20%	13%	15%	*
Math	3	Adam	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Adam	ES4	Asian	8	90%	100%	100%	*	75%	100%	*	63%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%			
Math	3	Adam	ES4	African Am.	25	50%	60%	77%	*	32%	36%	*	24%	*
Math	3	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Adam	ES4	White	25	69%	72%	83%	36%	40%	48%	*	24%	26%
Math	3	Adam	ES4	Two or More	9	63%	78%	60%	*	44%	50%	*	22%	*
Math	3	Adam	ES4	Eco. Dis.	87	54%	56%	65%	21%	23%	27%	7%	10%	12%
Math	3	Adam	ES4	EB	27	49%	52%	63%	18%	19%	26%	*	7%	*
Math	3	Adam	ES4	At-Risk	53	49%	51%	58%	16%	19%	21%	*	9%	*
Math	3	Adam	ES4	SPED	20	40%	40%	50%	*	30%	*	*	20%	*
Math	4	Adam	ES4	All	173	70%	72%	68%	53%	55%	41%	25%	29%	19%
Math	4	Adam	ES4	Hispanic	80	67%	69%	64%	48%	50%	35%	19%	21%	20%
Math	4	Adam	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	4	Adam	ES4	Asian	11	89%	100%	80%	67%	73%	50%	*	55%	*
Math	4	Adam	ES4	African Am.	30	36%	50%	38%	*	33%	33%	*	23%	*
Math	4	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Adam	ES4	White	44	80%	82%	86%	68%	70%	50%	37%	39%	19%
Math	4	Adam	ES4	Two or More	8	75%	100%	78%	63%	75%	67%	*	38%	*
Math	4	Adam	ES4	Eco. Dis.	112	63%	65%	63%	47%	49%	32%	19%	21%	12%
Math	4	Adam	ES4	EB	46	56%	59%	64%	44%	67%	27%	19%	22%	11%
Math	4	Adam	ES4	At-Risk	71	54%	56%	56%	37%	39%	25%	15%	17%	7%
Math	4	Adam	ES4	SPED	39	38%	41%	48%	19%	21%	*	*	10%	*
Math	5	Adam	ES4	All	142	71%	77%	76%	39%	46%	56%	20%	27%	30%
Math	5	Adam	ES4	Hispanic	74	65%	68%	68%	29%	31%	44%	14%	16%	18%
Math	5	Adam	ES4	Am. Indian	1	*	1%	*	*	100%	*	*	100%	*
Math	5	Adam	ES4	Asian	10	100%	100%	90%	80%	80%	90%	50%	50%	50%
Math	5	Adam	ES4	African Am.	14	63%	64%	80%	25%	29%	53%	*	14%	*
Math	5	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Adam	ES4	White	40	80%	83%	87%	63%	65%	74%	40%	43%	51%
Math	5	Adam	ES4	Two or More	6	*	100%	*	*	67%	*	*	33%	*
Math	5	Adam	ES4	Eco. Dis.	97	68%	70%	74%	32%	34%	48%	12%	14%	21%
Math	5	Adam	ES4	EB	35	54%	57%	52%	18%	20%	30%	*	14%	*
Math	5	Adam	ES4	At-Risk	77	60%	62%	60%	21%	23%	33%	7%	9%	12%
Math	5	Adam	ES4	SPED	29	55%	59%	43%	29%	31%	21%	*	17%	*
Science	5	Adam	ES4	All	145	63%	70%	78%	30%	36%	45%	18%	24%	31%
Science	5	Adam	ES4	Hispanic	74	52%	58%	69%	19%	22%	33%	12%	14%	22%
Science	5	Adam	ES4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Adam	ES4	Asian	10	80%	100%	90%	60%	60%	70%	*	40%	*
Science	5	Adam	ES4	African Am.	14	58%	57%	93%	21%	21%	40%	*	14%	*
Science	5	Adam	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Adam	ES4	White	40	83%	85%	87%	53%	55%	62%	37%	40%	49%
Science	5	Adam	ES4	Two or More	6	*	100%	*	*	67%	*	*	33%	*
Science	5	Adam	ES4	Eco. Dis.	97	58%	60%	76%	20%	22%	37%	10%	12%	22%
Science	5	Adam	ES4	EB	35	25%	26%	48%	*	21%	21%	*	6%	*
Science	5	Adam	ES4	At-Risk	77	45%	47%	63%	13%	16%	26%	*	8%	10%
Science	5	Adam	ES4	SPED	29	39%	41%	46%	*	34%	*	*	28%	*

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

### Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

### Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

# 2024-2025 Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- 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 such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:

▪ Google Suite	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Achieve 3000
▪ Boost Reading	▪ Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

## Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks and other content conversation and fluency routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- 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.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, Gizmos, Performance Matters, Interactive Textbook, 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 such as Google Suites, WeVideo, FlipGrid, etc.
  - Use 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific 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
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

## 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
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- 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.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.