Cypress-Fairbanks Independent School District

Fiest Elementary School

2024-2025

Mission Statement

Equip students today to impact tomorrow

Vision

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

Goals

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

Performance Objective 1: District 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

    Next Year's Recommendation: Continue with Amendments

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: We will support all students in daily instruction (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Science of Reading Strategies)
 	
    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, APs, ISs, Instructional teaching staff and paraprofessionals
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		

Strategy 2: RLA: We will support all students (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) in reading and listening comprehension through read alouds with accountable talk, with a strategic focus on increased rigor, use of visuals, and provide experiences virtually and in person to grow student background knowledge.
 	
    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, APs, ISs, Instructional teaching staff and paraprofessionals
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Accomplished
Strategy 3 Details	**Formative Reviews**		

Strategy 3: RLA: We will utilize foundational skills instruction and science of teaching reading. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context to support all students in reading and writing instruction.
 	
    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, APs, ISs, Instructional teaching staff and paraprofessionals
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Writing: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking daily in all subjects.	**Formative**		
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.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Writing: We will commit to supporting all students with direct instruction of grammar and mechanics, as well as application of these skills to strengthen written compositions. We will continue to review these skills throughout the school year.	**Formative**		
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.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals	Considerable	Considerable	Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Math: We will focus on creating a deeper understanding of number sense and math computation (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) to grow students' numeracy. Strategies that will be employed include a focus on place value, committing to number talks, utilizing ST Math with fidelity, and growing teacher capacity.	**Formative**		
	Nov	Feb	May
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, APs, ISs, Instructional teaching staff and paraprofessionals	Considerable	Considerable	Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: Math: We will grow mathematical comprehension (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) by utilizing a problem-solving process. We will employ a variety of strategies to increase student stamina, critical thinking skills, and their ability to problem solve.	**Formative**		
	Nov	Feb	May
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, APs, ISs, Instructional teaching staff and paraprofessionals	Considerable	Considerable	Considerable

Strategy 8 Details	Formative Reviews		
Strategy 8: Math: We will support students' fact fluency (+,-,x,/) to aid in mathematical operations and computations.	Formative		
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, APs, ISs, Instructional teaching staff and paraprofessionals	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: Science: We will ensure best first-time instruction through continued use of the 5E Model with fidelity and create experiences to increase student schema and grow their curiosity so that students make connections and see relevance to their daily lives. Strategies that we will use are focusing on PD pertaining to differentiation, utilizing planning time to build in more "explore" time, and allowing more time for science on a daily basis.	Formative		
	Nov	**Feb**	**May**
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, APs, ISs, Instructional teaching staff and paraprofessionals			
	Considerable	Considerable	Considerable

Strategy 10 Details	Formative Reviews		
Strategy 10: Science: We will focus on 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 focused word walls using Visual Non-Glossary, instruction on prefixes and suffixes to build meaning and graphic organizers.	Formative		
	Nov	**Feb**	**May**
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, APs, ISs, Instructional teaching staff and paraprofessionals			
	Considerable	Considerable	Considerable

Strategy 11 Details	Formative Reviews		
Strategy 11: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal			
	Considerable	Considerable	Accomplished

Strategy 12 Details	Formative Reviews		
	Formative		
Strategy 12: 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: Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) along with at-risk students to meet the challenging State academic standards. We will:	**Nov**	**Feb**	**May**
- provide supplies/materials/resources and staff to facilitate quality first instruction. - provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. - Promote PBIS in all areas of our school (face-to-face and virtual) - provide direction for families in the use of Schoology _SEL - Sanford Harmony lessons/activities - provide additional intervention for targeted students in Math and Reading (Read 180, SGRI, ESSER III, 4545) Academic tutoring before/after school, Math/Reading Nights, Science Family Night, Connected/Unplugged Family Events, Book Fair Family Nights, Box/Book Facts).	Considerable	Considerable	Accomplished
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, APs, ISs, and Instructional teaching and paraprofessional staff.			

Strategy 13 Details	Formative Reviews		
	Formative		
Strategy 13: 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.	**Nov**	**Feb**	**May**
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, APs, ISs, BI, Counselors, Teachers	Considerable	Considerable	Considerable

Strategy 14 Details	Formative Reviews		
	Formative		
Strategy 14: 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.	**Nov**	**Feb**	**May**
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, APs, IS	Considerable	Considerable	Accomplished

No Progress ⬤ Accomplished ➡ Continue/Modify ❌ Discontinue

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

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

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable

No Progress	Accomplished	➡️ Continue/Modify	❌ Discontinue

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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: We will maintain a monitoring notebook to document individual students' progress.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Considerable

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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Considerable

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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with Amendments

Strategy 1 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	May
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	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.	Formative		
	Nov	Feb	May
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	Considerable	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process.	Formative		
	Nov	Feb	May
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	Considerable	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.	Formative		
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	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.	Formative		
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	Nov	Feb	May
	Some Progress	Considerable	Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.	Formative		
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	Nov	Feb	May
	Considerable	Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		

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
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.
    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.
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Accomplished

⭕ No Progress　🟢 Accomplished　➡️ Continue/Modify　❌ Discontinue

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** APs, BI, Classroom teachers, APs	Some Progress	Considerable	Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. By the end of the current school year, discipline referrals will be decreased by 15%.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** APs, BI, Classroom teacher, Principal	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**		
	Nov	**Feb**	**May**
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	Some Progress	Considerable	Considerable

No Progress   Accomplished   →Continue/Modify   ✖ Discontinue

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

Performance Objective 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: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance:	**Formative**		
We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Campus Sub Rep, Principal and District HR	Considerable	Considerable	Considerable

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus time equivalency will be given for PD hours working towards ESL and GT certifications	**Formative**		
	Nov	**Feb**	**May**
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	Considerable	Considerable	Considerable

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

> **Evaluation Data Sources:** Parent Survey
> Activity sign-in sheets/records
>
> **Summative Evaluation:** Met Objective
>
> **Next Year's Recommendation:** Continue with Amendments

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents will be encouraged to be an active member of their child's education as we will use a variety of tools to inform them about campus events through:	**Formative**		
	Nov	**Feb**	**May**

1. Campus web page
2. School messenger - calls, e-mails and texts
3. VIPs Facebook page
4. X @FiestCFISD
5. Meeting agendas/minutes
6. Personal phone calls and invitations from staff to attend Meet the Teacher and other events
7. The Fiest Facts Monthly Campus Newsletters
8. Fiest Facebook
9. Remind App
 	
The Fiest community will be invited to attend various events virtually and in person to support the academic, social and emotional well being of students and families. Events include:
8. Curriculum Night (Fall) & Kindergarten Orientation
9. Winter Event - Math/Reading/Writing/Science Nights
10. Rodeo Round-Up/Bear Parade
11. Awards Ceremonies
12. Campus and District Spelling Bee
13. Fun Run
14. Meet the Teacher
15 Penguin Ball
16. Student Showcase Night
17. ROAR and Soar Open House
18. 5th Grade Recognition
19. Veterans' Day Celebration
20. Book Fairs
21. Campus Facebook/Twitter
22. Remind/Schoology
23. Unplugged/Connected Parent training with counselors
24. Grade level PAFE monthly events
25. Kindergarten Round Up
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.
    Staff Responsible for Monitoring: Teachers & Administrative Team
	Considerable	Considerable	Accomplished

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Jeanette Gerault	Principal
Administrator (LEA) #1	Celia Gutierrez	District Representative
Administrator (LEA) #2	Stefanie Ware	Administrator (LEA) #2
Other School Leader (Nonteaching Professional) #1	Amy Archer	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Cathy MacGregor	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Laurie Russell	Behavior Interventionist
Other School Leader (Nonteaching Professional) #4	Emily Angelilli	Instructional Specialist
Other School Leader (Nonteaching Professional)	Laurie Hendricks	Instructional Specialist
Other School Leader (Nonteaching Professional)	Carrie Lentz	Instructional Specialist
Other School Leader (Nonteaching Professional)	Lisa Newberry	Counselor
Other School Leader (Nonteaching Professional)	Rachel Clary	Counselor
Other School Leader (Nonteaching Professional)	Felicia Worchesik	Testing Coordinator
Other School Leader (Nonteaching Professional)	Virginia Boughter	Librarian
Teacher #1	Alexa Vasquez	Pre-Kindergarten Teacher
Teacher #2	Dana Snook	Kindergarten Teacher
Teacher #3	Katherine Callahan	First Grade Teacher
Teacher #4	Vicki Skweres	Second Grade Teacher
Teacher #5	Latrice Jeffrey	Third Grade Teacher
Teacher #6	Katrina Finister	Fourth Grade Teacher
Teacher #7	Jackie Arechiga	Fifth Grade Teacher
Teacher #8	Janie Brooks	PE Coach
Teacher	Maria Flores	Resource Teacher
Paraprofessional #1	Steven Forde	Paraprofessional
Paraprofessional #2	Jennifer Winkler	Paraprofessional
Parent #1	Chelsea Cooper	Parent #1
Parent #2	Hannah Mendez	Parent #2
Community Member #1	Community Member #1	Community Member #1

Committee Role	Name	Position
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Georgette Salazar	Cy Fair Credit Union-VP of Member Experience
Business Representative #2	Alex Soler	Financial Advisor

Addendums

Campus   Fiest

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	42%	45%	48%	51%	54%
Masters Grade Level	18%	21%	24%	27%	30%

2024-25	Target Check
73%	Met District Strategic Target
46%	Met District Strategic Target
24%	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 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches Target	2024 Meets or Above	2025 Meets Target	2025 Meets Target	2024 Masters Grade Level	2025 Masters Target	2025 Masters Target
					#	%	%	%	%	%	%	%	%	%
Reading	3	Fiest	ES4	All	144	65%	70%	80%	39%	43%	53%	15%	26%	100%
Reading	3	Fiest	ES4	Hispanic	63	71%	75%	83%	44%	46%	55%	*	24%	100%
Reading	3	Fiest	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	100%
Reading	3	Fiest	ES4	Asian	12	76%	83%	92%	59%	67%	67%	47%	50%	*
Reading	3	Fiest	ES4	African Am.	45	49%	56%	69%	17%	24%	38%	*	11%	13%
Reading	3	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Fiest	ES4	White	17	67%	71%	100%	47%	53%	93%	33%	41%	73%
Reading	3	Fiest	ES4	Two or More	7	*	100%	75%	*	71%	*	*	57%	*
Reading	3	Fiest	ES4	Eco. Dis.	93	64%	67%	74%	35%	40%	48%	12%	20%	19%
Reading	3	Fiest	ES4	EB	30	50%	55%	83%	*	27%	48%	*	13%	*
Reading	3	Fiest	ES4	At-Risk	67	54%	60%	71%	24%	30%	35%	*	15%	13%
Reading	3	Fiest	ES4	SPED	34	33%	40%	52%	15%	20%	30%	*	9%	24%
Reading	4	Fiest	ES4	All	119	81%	85%	78%	52%	57%	51%	18%	29%	21%
Reading	4	Fiest	ES4	Hispanic	63	79%	83%	80%	44%	51%	55%	*	24%	17%
Reading	4	Fiest	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	4	Fiest	ES4	Asian	16	81%	94%	80%	75%	81%	67%	44%	50%	47%
Reading	4	Fiest	ES4	African Am.	27	79%	81%	64%	42%	48%	24%	16%	19%	*
Reading	4	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Fiest	ES4	White	13	92%	92%	92%	73%	77%	69%	38%	46%	38%
Reading	4	Fiest	ES4	Two or More	0	*	*	*	*	*	*	*	*	*
Reading	4	Fiest	ES4	Eco. Dis.	83	77%	80%	73%	46%	50%	45%	14%	20%	16%
Reading	4	Fiest	ES4	EB	19	48%	52%	62%	22%	30%	43%	*	16%	*
Reading	4	Fiest	ES4	At-Risk	37	65%	70%	73%	31%	40%	38%	8%	16%	11%
Reading	4	Fiest	ES4	SPED	31	56%	60%	45%	20%	25%	*	*	13%	*
Reading	5	Fiest	ES4	All	151	80%	86%	75%	59%	65%	59%	26%	34%	32%
Reading	5	Fiest	ES4	Hispanic	54	82%	85%	69%	57%	63%	51%	20%	26%	16%
Reading	5	Fiest	ES4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Fiest	ES4	Asian	18	100%	100%	88%	92%	94%	76%	62%	67%	59%
Reading	5	Fiest	ES4	African Am.	42	70%	76%	76%	40%	45%	56%	17%	19%	34%
Reading	5	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Fiest	ES4	White	29	86%	90%	82%	73%	76%	75%	41%	45%	50%
Reading	5	Fiest	ES4	Two or More	7	*	100%	71%	*	71%	*	*	43%	*
Reading	5	Fiest	ES4	Eco. Dis.	104	77%	80%	72%	51%	55%	52%	25%	30%	25%
Reading	5	Fiest	ES4	EB	28	60%	65%	52%	33%	40%	33%	*	18%	*
Reading	5	Fiest	ES4	At-Risk	79	71%	75%	65%	42%	47%	45%	15%	20%	16%
Reading	5	Fiest	ES4	SPED	33	44%	50%	41%	28%	35%	*	*	18%	*
Math	3	Fiest	ES4	All	144	60%	64%	60%	22%	33%	35%	6%	15%	11%
Math	3	Fiest	ES4	Hispanic	63	66%	70%	55%	24%	30%	34%	*	13%	14%
Math	3	Fiest	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Fiest	ES4	Asian	12	76%	83%	83%	47%	50%	50%	*	25%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches Target %	2024 Meets or Above %	2025 Meets Target %	2025 Meets Target %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Target %
Math	3	Fiest	ES4	African Am.	45	40%	44%	49%	*	22%	18%	*	11%	*
Math	3	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Fiest	ES4	White	17	60%	65%	100%	33%	41%	80%	*	24%	*
Math	3	Fiest	ES4	Two or More	7	*	100%	*	*	71%	*	*	29%	*
Math	3	Fiest	ES4	Eco. Dis.	93	56%	60%	56%	17%	20%	30%	5%	10%	9%
Math	3	Fiest	ES4	EB	30	44%	50%	57%	*	23%	*	*	10%	*
Math	3	Fiest	ES4	At-Risk	67	52%	55%	47%	14%	19%	22%	*	9%	*
Math	3	Fiest	ES4	SPED	34	27%	35%	39%	*	18%	24%	*	9%	15%
Math	4	Fiest	ES4	All	119	51%	60%	53%	29%	35%	31%	9%	18%	16%
Math	4	Fiest	ES4	Hispanic	63	38%	49%	58%	13%	22%	31%	*	11%	17%
Math	4	Fiest	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	4	Fiest	ES4	Asian	16	81%	88%	63%	75%	81%	56%	38%	44%	31%
Math	4	Fiest	ES4	African Am.	27	53%	59%	32%	21%	26%	*	*	11%	*
Math	4	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Fiest	ES4	White	13	69%	77%	54%	54%	62%	46%	*	31%	*
Math	4	Fiest	ES4	Two or More	0	*	*	*	*	*	*	*	*	*
Math	4	Fiest	ES4	Eco. Dis.	83	42%	50%	47%	23%	25%	26%	5%	10%	12%
Math	4	Fiest	ES4	EB	19	30%	40%	52%	*	21%	*	*	11%	*
Math	4	Fiest	ES4	At-Risk	37	30%	40%	41%	12%	16%	21%	*	8%	11%
Math	4	Fiest	ES4	SPED	31	36%	40%	17%	*	19%	*	*	10%	*
Math	5	Fiest	ES4	All	151	68%	75%	69%	41%	48%	41%	13%	25%	15%
Math	5	Fiest	ES4	Hispanic	54	69%	74%	58%	38%	41%	37%	8%	15%	10%
Math	5	Fiest	ES4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Fiest	ES4	Asian	18	100%	100%	100%	77%	78%	76%	54%	61%	59%
Math	5	Fiest	ES4	African Am.	42	43%	50%	61%	*	24%	32%	*	12%	*
Math	5	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Fiest	ES4	White	29	86%	90%	85%	68%	69%	52%	*	34%	22%
Math	5	Fiest	ES4	Two or More	7	*	100%	71%	*	71%	*	*	43%	*
Math	5	Fiest	ES4	Eco. Dis.	104	63%	67%	62%	33%	37%	35%	8%	15%	11%
Math	5	Fiest	ES4	EB	28	60%	65%	63%	40%	45%	33%	*	21%	*
Math	5	Fiest	ES4	At-Risk	79	52%	60%	57%	24%	30%	28%	8%	15%	6%
Math	5	Fiest	ES4	SPED	33	39%	45%	43%	*	21%	18%	*	9%	*
Science	5	Fiest	ES4	All	151	62%	70%	61%	23%	38%	32%	11%	22%	13%
Science	5	Fiest	ES4	Hispanic	54	58%	67%	56%	17%	26%	17%	*	13%	*
Science	5	Fiest	ES4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Fiest	ES4	Asian	18	100%	100%	82%	69%	78%	65%	38%	44%	35%
Science	5	Fiest	ES4	African Am.	42	43%	50%	49%	*	26%	24%	*	12%	*
Science	5	Fiest	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Fiest	ES4	White	29	77%	79%	79%	41%	45%	50%	23%	31%	25%
Science	5	Fiest	ES4	Two or More	7	*	100%	*	*	71%	*	*	43%	*
Science	5	Fiest	ES4	Eco. Dis.	104	56%	60%	53%	16%	20%	26%	6%	10%	8%
Science	5	Fiest	ES4	EB	28	33%	40%	44%	*	18%	*	*	11%	*
Science	5	Fiest	ES4	At-Risk	79	48%	53%	48%	16%	20%	21%	9%	15%	8%
Science	5	Fiest	ES4	SPED	33	39%	45%	21%	*	21%	*	*	9%	*

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
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom 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 or 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 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, 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, 2nd-3rd = 60% of the time, 4th-5th = 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.