

Cypress-Fairbanks Independent School District

McFee 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.

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>Strategy 1: RLA: Teachers will use data to deliver content and drive small-group instruction. Teachers will differentiate instruction when meeting with small groups of students. Teachers will provide cross-curricular text opportunities. Teachers will use MAP, mClass, and DPM data to determine needs and develop targeted plans for each student. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 3 days a week. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will implement a Common Board Configuration (including vocabulary and the definition of skill and objective) word wall. Teachers will provide opportunities for students to practice on the testing platform.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will differentiate in the classroom by analyzing data and providing structured small-group instruction. Teachers must spiral in previously taught TEKS. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 3 days a week. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will use MAP, checkpoints, and DPM data to determine needs and develop targeted plans for each student. Interventionists will follow a schedule to meet with small groups in the classroom setting. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will provide opportunities for students to practice on the testing platform. Fact fluency is the foundational skill that is needed for students to build higher-order math questions. Ratio Tables will be incorporated at least 1 time per week to help with multiplying whole numbers and decimals.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will be purposeful in planning to incorporate ESL strategies in lessons. Provide more opportunities for reading and critical writing in science. Provide hands-on and virtual experiences to allow students to connect and engage with vocabulary. Teachers will implement an interactive word wall. Powerwalks will be used to ensure instruction follows district curriculum, allotted time, and expectations. Looking to replace long-term substitute teachers with certified, highly-qualified teachers. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will use MAP and Unit test (3rd-5th) data to determine needs and develop targeted plans for each student. Teachers must spiral in previously taught TEKS. Teachers will confer with individual students to support them in creating and meeting academic goals. Ready to Grow Gardens will accompany learning and provide hands-on experiences for students. Teachers will provide opportunities for students to practice on the testing platform.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness-related events at the campus and district levels. There will be a total of 3 fitness-related activities throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Student Council, Student Ambassadors, Bi-Weekly Read Alouds with Librarian, STAAR Night, Meet the Teacher, Open House, Book Fair, Digital Citizen, College Week, Academic Night, Multicultural awareness, Winter Wonderland, Spring Fling, Hispanic Heritage Dinner, grade level performances, Black History month activities, grandparents day, Spelling Bee, PreK Graduation, 5th Grade Recognition, Grade Level award ceremonies, Leader of the Pack, Talent Show, Game On Pep Rally, Day of Drumming, and Eggstravaganza.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TKS will be taught daily utilizing HMH Structured Literacy Lessons</p> <p>Strategy's Expected Result/Impact: 90% of 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: 90% of 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: 90% of 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
		 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will model and expect students to use a problem-solving process.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Considerable	 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 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented. The Safety Task Force Rep for the campus will continue to monitor/review the EOP regularly to ensure drills are executed with fidelity and practiced on a regular basis. For the safety of the campus, walkie-talkies will be used by the leadership team and one outside for recess. For the safety of the campus, the leadership team will use walkie-talkies (including added quantities of radios, as needed) both indoors and outdoors to ensure constant communication in case of emergency.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school.</p> <p>Strategy's Expected Result/Impact: Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers.</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	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 96% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) for students. Every 9 weeks, students who have perfect attendance will be entered into a raffle to win a bike provided by VIPS committee. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Regularly scheduled "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning & Building students' character are the primary goals of learning. Using lessons from the counselors and Bringing out the best curriculum.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students with significant behavioral difficulties will be monitored closely by our Behavioral Interventionists and AP's. Will tailor Individualized Social Skill lessons to target individual student goals. Daily structured check-ins, restorative practice, student incentives, and CPI Verbal Intervention Training for staff members new to McFee in the current school year.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: BI, Teachers, AP's, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 97.5%. Teachers will be given McFee Cash to buy items or incentives and placed in a raffle to win gift card prizes.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Every 9 weeks, motivate staff to be at school by celebrating attendance with prizes and treats for teachers with 3 or fewer cumulative absences.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal/AP's/Campus Secretary</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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, 50% or more of teachers will receive job targeted professional development based on identified needs including data. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

Evaluation Data Sources: Classroom implementation of professional learning
 We Climb Walk-throughs
 Lesson Plans
 Monitoring notebooks

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveyed staff and student academic achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction, impacting student progress.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, APs</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<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 25%. Parent involvement will increase by providing resources in real-time via a grade-level newsletter or remind 101. The implementation of our VIPS board will help increase our parent involvement. With the assistance of the VIPS, McFee will have room parents.

Evaluation Data Sources: Parent Surveys
Activity sign-in sheets/records for all after school activities

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The Events Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, & Technology, and also provide opportunities for families to interact with staff for the current school year.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. PBIS Rewards/Data will provide an additional method of communication with parents.</p> <p>Staff Responsible for Monitoring: Events Committee Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communication with parents will be timely and distributed in a variety of ways. Digital newsletter (Wolf News), school messenger, flyers, remind 101, and Thursday folders will be used to deliver information.</p> <p>Strategy's Expected Result/Impact: Tracking parent involvement by the number of clicks on the newsletters, volunteers for Parent Pack Leaders, VIPS sign ups for various activities around the campus, and sign-in sheets for conferences, academic nights, open house, and other after-school events.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, AP Secretary, IS's</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Sharon Whitfield	Principal
Teacher #1	Chemise Dede	Teacher #1
Teacher #2	Roni Myers	Teacher #2
Teacher #3	Theresa Quinn	Teacher #3
Teacher #4	Gloria Scroggins	Teacher #4
Teacher #5	Dominique Kassim	Teacher #5
Teacher #6	Shelly Wester	Teacher #6
Teacher #7	Patricia Arce	Teacher #7
Teacher #8	DeAmber Smith	Teacher #8
Paraprofessional #1	Christina Johnson	Paraprofessional #1
Paraprofessional #2	Alma Espericueta	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Jennifer Soileau	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Tayaka Daniels	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Samelia Holmes	ELAR IS
Other School Leader (Nonteaching Professional) #4	Shaneka Thomas	Math/Science IS
Other School Leader (Nonteaching Professional)	Celina Lapidus	Primary IS
Other School Leader (Nonteaching Professional)	Robert Thompson	Intervention
Other School Leader (Nonteaching Professional)	Heather Greiner	Testing Coordinator
Other School Leader (Nonteaching Professional)	Elizabeth Smith	SPED Coach
Other School Leader (Nonteaching Professional)	Brittany Haywood	Counselor
Other School Leader (Nonteaching Professional)	Leslie Turner	Counselor
Other School Leader (Nonteaching Professional)	Lolita Robinson	Behavior Coach
Administrator (LEA) #1	Jae Simpson-Butler	Administrator (LEA) #1
Administrator (LEA) #2	Laura Adams	Administrator (LEA) #2
Parent #1	Magali Penalzoa	Parent #1
Parent #2	Parent #2	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	Essence Castro	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus **McFee**

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	40%	43%	46%	49%	52%
Masters Grade Level	17%	20%	23%	26%	29%

2024-25	Target Check
75%	Met District Strategic Target
48%	Met District Strategic Target
28%	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	McFee	ES8	All	170	69%	81%	77%	41%	56%	48%	15%	29%	21%
Reading	3	McFee	ES8	Hispanic	105	74%	84%	79%	45%	55%	51%	15%	25%	20%
Reading	3	McFee	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES8	Asian	4	*	100%	*	*	100%	*	*	100%	*
Reading	3	McFee	ES8	African Am.	52	60%	69%	73%	38%	48%	45%	11%	21%	24%
Reading	3	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES8	White	8	*	100%	100%	*	100%	*	*	100%	*
Reading	3	McFee	ES8	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Reading	3	McFee	ES8	Eco. Dis.	141	70%	80%	76%	41%	51%	47%	14%	24%	19%
Reading	3	McFee	ES8	EB	78	67%	77%	59%	31%	41%	24%	*	19%	*
Reading	3	McFee	ES8	At-Risk	107	60%	70%	67%	32%	42%	37%	11%	21%	14%
Reading	3	McFee	ES8	SPED	23	52%	62%	29%	*	30%	*	*	13%	*
Reading	4	McFee	ES8	All	146	79%	90%	76%	50%	60%	52%	17%	32%	20%
Reading	4	McFee	ES8	Hispanic	87	81%	91%	83%	43%	53%	55%	13%	23%	19%
Reading	4	McFee	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	4	McFee	ES8	Asian	3	100%	100%	*	83%	100%	*	*	100%	*
Reading	4	McFee	ES8	African Am.	41	78%	88%	63%	56%	66%	50%	24%	34%	26%
Reading	4	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	McFee	ES8	White	8	75%	88%	71%	63%	75%	*	*	63%	*
Reading	4	McFee	ES8	Two or More	7	*	100%	71%	*	86%	*	*	71%	*
Reading	4	McFee	ES8	Eco. Dis.	122	78%	88%	77%	48%	58%	53%	16%	26%	18%
Reading	4	McFee	ES8	EB	43	83%	93%	70%	36%	47%	43%	*	23%	*
Reading	4	McFee	ES8	At-Risk	66	72%	82%	71%	33%	42%	47%	6%	17%	17%
Reading	4	McFee	ES8	SPED	31	52%	62%	42%	*	32%	*	*	16%	*
Reading	5	McFee	ES8	All	142	70%	80%	69%	45%	56%	50%	23%	35%	20%
Reading	5	McFee	ES8	Hispanic	76	73%	83%	68%	44%	54%	47%	24%	34%	15%
Reading	5	McFee	ES8	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	McFee	ES8	Asian	5	*	100%	100%	*	100%	100%	*	100%	*
Reading	5	McFee	ES8	African Am.	46	62%	72%	67%	44%	54%	49%	16%	26%	26%
Reading	5	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	McFee	ES8	White	5	71%	80%	*	*	60%	*	*	40%	*
Reading	5	McFee	ES8	Two or More	9	82%	89%	89%	45%	56%	67%	*	33%	*
Reading	5	McFee	ES8	Eco. Dis.	112	67%	77%	68%	40%	50%	46%	19%	29%	19%
Reading	5	McFee	ES8	EB	50	55%	65%	67%	14%	24%	43%	*	12%	*
Reading	5	McFee	ES8	At-Risk	80	63%	73%	62%	33%	43%	40%	12%	23%	12%
Reading	5	McFee	ES8	SPED	26	35%	45%	35%	*	23%	*	*	12%	*
Math	3	McFee	ES8	All	170	66%	80%	76%	29%	43%	44%	12%	24%	14%
Math	3	McFee	ES8	Hispanic	105	78%	88%	79%	33%	43%	49%	14%	24%	13%
Math	3	McFee	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES8	Asian	4	*	100%	*	*	100%	*	*	100%	*

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	McFee	ES8	African Am.	52	49%	60%	69%	19%	29%	33%	*	13%	10%
Math	3	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES8	White	8	*	100%	100%	*	100%	*	*	50%	*
Math	3	McFee	ES8	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Math	3	McFee	ES8	Eco. Dis.	141	69%	79%	76%	29%	39%	43%	13%	23%	14%
Math	3	McFee	ES8	EB	78	71%	81%	72%	27%	37%	38%	*	19%	*
Math	3	McFee	ES8	At-Risk	107	65%	75%	74%	25%	35%	44%	9%	19%	12%
Math	3	McFee	ES8	SPED	23	56%	66%	64%	*	30%	*	*	13%	*
Math	4	McFee	ES8	All	146	52%	66%	58%	25%	40%	31%	8%	23%	15%
Math	4	McFee	ES8	Hispanic	87	51%	61%	66%	23%	33%	36%	*	17%	16%
Math	4	McFee	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	4	McFee	ES8	Asian	3	83%	100%	*	*	100%	*	*	67%	*
Math	4	McFee	ES8	African Am.	41	53%	63%	42%	22%	32%	18%	*	15%	*
Math	4	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	McFee	ES8	White	8	*	100%	*	*	88%	*	*	75%	*
Math	4	McFee	ES8	Two or More	7	*	100%	*	*	86%	*	*	71%	*
Math	4	McFee	ES8	Eco. Dis.	122	55%	65%	58%	28%	38%	33%	8%	18%	15%
Math	4	McFee	ES8	EB	43	55%	65%	38%	23%	33%	*	*	16%	*
Math	4	McFee	ES8	At-Risk	66	39%	49%	54%	18%	27%	23%	6%	17%	9%
Math	4	McFee	ES8	SPED	31	24%	34%	29%	*	16%	21%	*	6%	*
Math	5	McFee	ES8	All	142	59%	70%	68%	35%	49%	33%	14%	29%	15%
Math	5	McFee	ES8	Hispanic	76	57%	67%	68%	35%	45%	28%	13%	22%	16%
Math	5	McFee	ES8	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	5	McFee	ES8	Asian	5	*	100%	100%	*	100%	100%	*	100%	*
Math	5	McFee	ES8	African Am.	46	54%	63%	60%	30%	39%	33%	*	20%	12%
Math	5	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	McFee	ES8	White	5	100%	100%	*	*	80%	*	*	60%	*
Math	5	McFee	ES8	Two or More	9	82%	89%	88%	*	78%	*	*	67%	*
Math	5	McFee	ES8	Eco. Dis.	112	55%	65%	68%	29%	39%	30%	12%	22%	15%
Math	5	McFee	ES8	EB	50	36%	46%	65%	14%	24%	28%	*	12%	11%
Math	5	McFee	ES8	At-Risk	80	48%	58%	61%	22%	33%	22%	6%	16%	10%
Math	5	McFee	ES8	SPED	26	*	50%	32%	*	23%	*	*	12%	*
Science	5	McFee	ES8	All	142	40%	56%	54%	14%	30%	20%	7%	23%	6%
Science	5	McFee	ES8	Hispanic	76	39%	49%	54%	10%	20%	15%	7%	17%	*
Science	5	McFee	ES8	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	McFee	ES8	Asian	5	*	100%	*	*	100%	*	*	80%	*
Science	5	McFee	ES8	African Am.	46	38%	48%	49%	11%	22%	21%	*	11%	*
Science	5	McFee	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	McFee	ES8	White	5	*	100%	*	*	80%	*	*	60%	*
Science	5	McFee	ES8	Two or More	9	45%	100%	67%	*	89%	*	*	78%	*
Science	5	McFee	ES8	Eco. Dis.	112	37%	47%	50%	11%	21%	18%	6%	16%	6%
Science	5	McFee	ES8	EB	50	17%	28%	57%	*	14%	13%	*	6%	*
Science	5	McFee	ES8	At-Risk	80	28%	38%	47%	7%	18%	14%	4%	14%	*
Science	5	McFee	ES8	SPED	26	*	50%	26%	*	23%	*	*	12%	*

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 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 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.