

Cypress-Fairbanks Independent School District

Metcalf Elementary School

2024-2025



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

Equip students today to impact tomorrow

Metcalf Elementary's Mission Statement

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards. Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults; citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

Vision

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

We see ourselves as being an exemplary campus, meeting the needs of all of our students and serving as a model for other schools to emulate.

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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: RLA teachers will improve content knowledge by engaging in effective team and vertical planning that focuses on the individual needs of students in target populations (EB, Special Education, ED, and Hispanic) and fosters consistency (success criteria for student writing and reading, got it jot it paper, strategies, etc.) which will yield higher learning outcomes.</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: Assistant Principals Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will focus on math fluency, problem, solving and number sense through discussion. vocabulary instruction through content vocabulary development discussions , for all students, with a focus on African American, ED and EL current students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, ST Math, and campus-created activities.</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: Assistant Principals Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will teach all students, with a focus on African American, ED and EL current students, targeted vocabulary through a daily vocabulary time by utilizing picture cards and practicing open ended questions using Lead4ward activities, and district and campus-created activities. Students will get extra vocabulary instruction during tutoring and closing the gap.</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: Assistant Principals Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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: Students will be provided opportunities to utilize technology through the use of IXL, ST Math, AMIRA, Achieve 3000, and other technologies. Students that qualify for gifted and talented services will participate in creating a project that they will present. They will participate in Davinci Day. Students will participate in choir programs, art gallery and field days. Second grade will participate in PALS Students and parents will be invited to a Science Night in the spring. For our 4th/5th graders, students may join the after-school choir program. Second and third grade will participate in a musical performance. For our 5th graders, students have various organizations that they may join or apply to become a member such as: Student Advisory Committee, Junior Counselors and our Kindness Committee. Author visits</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 Assistant Principal Counselor</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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> <ol style="list-style-type: none"> Substitutes for the following: extended planning, support for assessment data digs. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing based student data, analyze to determine what areas need re-teaching using planned exit tickets, and to share best strategies to increase student learning and academic performance. Use got it jot it paper to support students problem solving, anchor charts planned out during planning and made with students, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds used) Additional content supplies for literacy and math/science materials which include manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning. Stickers, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom . Teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth using title I or compensatory funds. Temporary worker will be hired to provide small groups instruction in reading STAAR snacks and STAAR supplies will be used. SIBME will be used to increase the capacity of our instructional team to coach our teachers to build on effective first instruction. We climb walks will be used to monitor the classroom instruction, environment and teaching practices. Consistent practices from PK-5th such as learning objectives planned and up in classrooms in the same place, schedules are posted for students to see and teachers can pace their teaching to be on schedule, the use of monitoring notebooks for all content areas, data walls in all classrooms, and students monitor their progress with goal setting folders. <p>Culturize book study for all staff to build a culture where our students feel challenged, inspired, heard, and empowered.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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
	 Some Progress	 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 K-2 students 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
	 Some Progress	 Considerable	 Considerable
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 K-2 students 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
	 Some Progress	 Considerable	 Considerable
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 K-2 students 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
	 Some Progress	 Considerable	 Considerable

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 K-2 students 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
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>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 the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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 the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

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 the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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 the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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: Met Objective

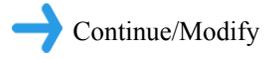
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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: Met 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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: The teachers will be prepared for emergencies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% or above for overall attendance rate. Incentives: Every day a class has 100% attendance, they earn a letter to spell WAVES that goes with our theme. Once they spell the word, the class earns a reward of the teacher's choosing. Every 9 weeks, students with perfect attendance get their name in a drawing for a prize given during their lunchtime.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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) Monitoring PBIS Committee meets to discuss students with attendance concerns. The committee will look at the spreadsheet with students that have multiple absences and come up with an action plan.</p> <p>Strategy's Expected Result/Impact: 96.7% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 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

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. We will utilize Class Meetings and Social Skills. We will provide social skills lessons and increase check-ins with students.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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. Morning Meetings, Counseling Activities, Social Skill lessons during morning meetings</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselor At Risk Interventionist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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
	 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 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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. The trainings will be provided by district coaches

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Bite size PD will be offered before/after school, during planning based on collaborative planning discussions over data. Math and Science IS and teachers will attend New Science TEKS Webinar: Math/Science IS and teachers will come away with strategies, ideas, and examples to implement in the classroom based on the new Science TEKS</p> <p>Strategy's Expected Result/Impact: Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 3%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Host multicultural activities, Science Night, Prom with Parents, and other parent engagement events for parents. Communication will be provided in various ways such as smore letters to parents, flyers, marquee announcements, facebook page, School Messenger and Remind.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

CPOC

Committee Role	Name	Position
Principal	Linda Montemayor	Principal (there is only one principal)
Teacher #1	Christina Zepeda	Pre-K CPOC Representative
Teacher #2	Tana Johnson	1st Grade CPOC Representative
Teacher #3	Angela Mayes	Kindergarten CPOC Representative
Teacher #4	Lethia Greer	2nd Grade CPOC Representative
Teacher #5	Onica Harris	3rd Grade CPOC Representative
Teacher #6	Michelle Carroll	4th Grade CPOC Representative
Teacher #7	Otis Victor	5th Grade CPOC Representative
Teacher #8	Rhonda Hamn	Life Skills Teacher
Teacher	Keshia Chatman	Dyslexia Teacher
Paraprofessional #1	Barbara Cruz	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Judith Wilson	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Carolyn Bailey	Math Interventionist
Other School Leader (Nonteaching Professional) #3	Brenda Garcia	Bilingual Interventionist
Other School Leader (Nonteaching Professional) #4	Silvia Reyes	Primary Interventionist
Other School Leader (Nonteaching Professional)	Tressia Thompson	Primary Instructional Specialist
Other School Leader (Nonteaching Professional)	Mayra Yantcosta	Counselor
Other School Leader (Nonteaching Professional)	Megan Martin	Instructional Specialist
Other School Leader (Nonteaching Professional)	Christian Ramirez	Instructional Specialist Math/Science
Other School Leader (Nonteaching Professional)	Geraldine Tohill	Instructional Specialist ELA
Other School Leader (Nonteaching Professional)	Alexsa Rosselli	At Risk Specialist
Other School Leader (Nonteaching Professional)	Shana Swain	Instructional Specialist Math/Science
Other School Leader (Nonteaching Professional)	Amanda Gonzalez	Counselor
Administrator (LEA) #1	Barbara Levandoski	Administrator (LEA) #1
Administrator (LEA) #2	Veronica Higareda	Administrator (LEA) #2
Parent #1	Thuan Nguyen	Parent #1

Committee Role	Name	Position
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus Metcalf

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	38%	41%	44%	47%	50%
Masters Grade Level	15%	18%	21%	24%	27%

2024-25	Target Check
71%	Met District Strategic Target
43%	Met District Strategic Target
23%	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	Metcalf	ES8	All	132	69%	75%	78%	40%	48%	50%	19%	27%	18%
Reading	3	Metcalf	ES8	Hispanic	84	66%	70%	79%	34%	37%	46%	12%	14%	15%
Reading	3	Metcalf	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES8	Asian	9	100%	100%	70%	83%	89%	60%	*	78%	*
Reading	3	Metcalf	ES8	African Am.	26	67%	69%	78%	46%	50%	44%	25%	27%	*
Reading	3	Metcalf	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES8	White	6	*	100%	100%	*	83%	86%	*	67%	*
Reading	3	Metcalf	ES8	Two or More	7	*	100%	*	*	86%	*	*	71%	*
Reading	3	Metcalf	ES8	Eco. Dis.	113	66%	69%	77%	40%	43%	46%	18%	22%	18%
Reading	3	Metcalf	ES8	EB	60	56%	59%	65%	29%	32%	21%	*	17%	*
Reading	3	Metcalf	ES8	At-Risk	85	63%	65%	71%	34%	36%	40%	14%	16%	8%
Reading	3	Metcalf	ES8	SPED	28	38%	40%	50%	*	18%	27%	*	7%	*
Reading	4	Metcalf	ES8	All	116	70%	74%	75%	35%	47%	45%	11%	22%	18%
Reading	4	Metcalf	ES8	Hispanic	78	67%	71%	73%	37%	44%	41%	11%	14%	16%
Reading	4	Metcalf	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	ES8	Asian	7	80%	86%	78%	60%	71%	67%	*	57%	*
Reading	4	Metcalf	ES8	African Am.	22	67%	73%	76%	23%	41%	48%	*	23%	24%
Reading	4	Metcalf	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	ES8	White	5	90%	100%	*	*	80%	*	*	60%	*
Reading	4	Metcalf	ES8	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Reading	4	Metcalf	ES8	Eco. Dis.	93	65%	68%	77%	32%	35%	44%	11%	13%	17%
Reading	4	Metcalf	ES8	EB	36	60%	63%	70%	28%	31%	38%	10%	11%	*
Reading	4	Metcalf	ES8	At-Risk	61	63%	66%	69%	26%	30%	39%	10%	11%	13%
Reading	4	Metcalf	ES8	SPED	22	29%	32%	47%	*	23%	*	*	14%	*
Reading	5	Metcalf	ES8	All	137	70%	76%	65%	44%	51%	48%	17%	26%	25%
Reading	5	Metcalf	ES8	Hispanic	77	66%	69%	68%	33%	36%	49%	9%	10%	25%
Reading	5	Metcalf	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES8	Asian	10	80%	100%	90%	80%	90%	70%	*	80%	60%
Reading	5	Metcalf	ES8	African Am.	36	73%	75%	50%	55%	58%	39%	23%	25%	*
Reading	5	Metcalf	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES8	White	11	*	100%	64%	*	91%	55%	*	82%	*
Reading	5	Metcalf	ES8	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Reading	5	Metcalf	ES8	Eco. Dis.	112	70%	72%	63%	43%	46%	45%	16%	18%	22%
Reading	5	Metcalf	ES8	EB	48	54%	56%	47%	23%	25%	28%	*	13%	16%
Reading	5	Metcalf	ES8	At-Risk	99	63%	65%	56%	34%	37%	39%	10%	12%	20%
Reading	5	Metcalf	ES8	SPED	16	*	50%	33%	*	25%	*	*	13%	*
Math	3	Metcalf	ES8	All	132	59%	67%	60%	26%	34%	32%	6%	19%	14%
Math	3	Metcalf	ES8	Hispanic	84	51%	56%	57%	20%	23%	25%	*	12%	12%
Math	3	Metcalf	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Metcalf	ES8	Asian	9	100%	100%	80%	*	89%	50%	*	78%	*

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	Metcalfe	ES8	African Am.	26	71%	77%	48%	25%	27%	33%	*	12%	19%
Math	3	Metcalfe	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Metcalfe	ES8	White	6	*	100%	100%	*	83%	71%	*	33%	*
Math	3	Metcalfe	ES8	Two or More	7	*	100%	*	*	86%	*	*	43%	*
Math	3	Metcalfe	ES8	Eco. Dis.	113	57%	60%	58%	23%	26%	30%	5%	9%	13%
Math	3	Metcalfe	ES8	EB	60	41%	44%	49%	21%	23%	16%	*	12%	*
Math	3	Metcalfe	ES8	At-Risk	85	54%	59%	53%	25%	29%	26%	*	14%	9%
Math	3	Metcalfe	ES8	SPED	28	29%	31%	19%	*	14%	*	*	7%	*
Math	4	Metcalfe	ES8	All	116	45%	69%	54%	24%	35%	29%	8%	20%	10%
Math	4	Metcalfe	ES8	Hispanic	78	44%	69%	49%	24%	27%	27%	*	13%	8%
Math	4	Metcalfe	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	4	Metcalfe	ES8	Asian	7	80%	100%	88%	*	86%	63%	*	71%	*
Math	4	Metcalfe	ES8	African Am.	22	32%	45%	57%	*	36%	24%	*	27%	*
Math	4	Metcalfe	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Metcalfe	ES8	White	5	50%	100%	*	50%	60%	*	*	20%	*
Math	4	Metcalfe	ES8	Two or More	4	*	100%	*	*	75%	*	*	25%	*
Math	4	Metcalfe	ES8	Eco. Dis.	93	42%	44%	54%	22%	25%	30%	7%	10%	9%
Math	4	Metcalfe	ES8	EB	36	38%	39%	51%	18%	22%	26%	*	11%	*
Math	4	Metcalfe	ES8	At-Risk	61	35%	38%	47%	17%	20%	23%	7%	10%	9%
Math	4	Metcalfe	ES8	SPED	22	*	50%	*	*	23%	*	*	5%	*
Math	5	Metcalfe	ES8	All	137	65%	70%	56%	38%	45%	34%	12%	22%	16%
Math	5	Metcalfe	ES8	Hispanic	77	54%	57%	59%	26%	29%	31%	7%	10%	9%
Math	5	Metcalfe	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	5	Metcalfe	ES8	Asian	10	90%	100%	90%	60%	80%	70%	*	60%	50%
Math	5	Metcalfe	ES8	African Am.	36	73%	78%	46%	50%	53%	27%	*	28%	16%
Math	5	Metcalfe	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Metcalfe	ES8	White	11	*	100%	45%	*	91%	45%	*	45%	*
Math	5	Metcalfe	ES8	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Math	5	Metcalfe	ES8	Eco. Dis.	112	63%	66%	54%	38%	40%	31%	9%	11%	14%
Math	5	Metcalfe	ES8	EB	48	43%	46%	42%	23%	25%	19%	*	13%	*
Math	5	Metcalfe	ES8	At-Risk	99	56%	59%	45%	28%	30%	23%	7%	10%	12%
Math	5	Metcalfe	ES8	SPED	16	33%	36%	*	*	19%	*	*	6%	*
Science	5	Metcalfe	ES8	All	137	57%	69%	51%	28%	38%	22%	11%	24%	9%
Science	5	Metcalfe	ES8	Hispanic	77	48%	57%	57%	20%	22%	19%	7%	10%	*
Science	5	Metcalfe	ES8	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	5	Metcalfe	ES8	Asian	10	90%	100%	70%	*	90%	60%	*	80%	*
Science	5	Metcalfe	ES8	African Am.	36	64%	72%	31%	36%	39%	14%	*	19%	*
Science	5	Metcalfe	ES8	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Metcalfe	ES8	White	11	*	100%	64%	*	91%	45%	*	82%	*
Science	5	Metcalfe	ES8	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Science	5	Metcalfe	ES8	Eco. Dis.	112	57%	60%	48%	27%	29%	18%	10%	12%	7%
Science	5	Metcalfe	ES8	EB	48	34%	38%	40%	*	19%	14%	*	8%	*
Science	5	Metcalfe	ES8	At-Risk	99	44%	47%	42%	19%	21%	14%	*	10%	7%
Science	5	Metcalfe	ES8	SPED	16	*	50%	*	*	25%	*	*	13%	*

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.