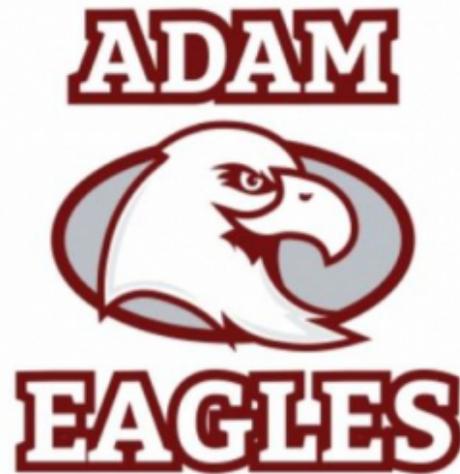# Cypress-Fairbanks Independent School District

# Adam Elementary School

# 2025-2026

# Mission Statement

District Mission Statement: Equip students today to impact tomorrow.

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

# Vision

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

# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

**SCHOOL PROFILE**

Adam Elementary is a campus in Houston, Texas.  Adam Elementary is projected to serve 927 students in grades EE - 5 during the 2025-26 school year, which is a decrease from the previous year of 965.

**COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS**

Adam Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 13, 2025, and again on September 16, 2025. The meetings were held in the art room and library.  We plan to meet again on November 12, 2025, February 17, 2026, and May 12, 2026 to review and revise the CNA as needed.

At the first meeting on May 13, 2025:

First the CPOC worked to complete the May strategy evaluation and summative evaluation. For the CIP strategy evaluation, each group evaluated different strategies to determine percentages and then discussed strategies as a whole group.  The CPOC then evaluated completed the CIP summative evaluation for the different strategies.

Next, the CPOC conducted a Needs Assessment for the 2-256 school year. The committee identified strengths for the 24-25 school year: implementing Amira and tracking it, academic achievement improvement in grade 5 science, and the inclusiveness of students on our campus.  For the 2025-2026 school year, the following needs were identified by the CPOC: growth in Meets and Masters percentages, writing across the content areas with a focus on writing fluency, and teaching kids to take pride in their work and materials.

The CPOC began the 2025-2026 CIP.  The CPOC identified a focus on quality first instruction, updated PBIS matrices, and emphasis on the Fundamental Five and critical writing as strategies to meet our campus goals.

At the end of the meeting, the CPOC discussed the 2025-2026 Title 1 preliminary budget. The majority of the Title 1 funds will be spent on salary and benefits. The CPOC reviewed line items and agreed with the proposed budget.

The following data were evaluated from the 2024-25 school year:

- Employee Perception Survey
- PBIS Survey
- Discipline and Office Referral Data
- DPM and District Benchmark Data

At the second meeting on September 16, the CPOC:

The CPOC reviewed the purpose of the CPOC and discussed the CPOC timeline. Staff reviewed the campus' 2025 STAAR data. Strengths and needs were identified from the data.

The CPOC identified strategies needed for the 2025-2026 school year: continue to focus on providing high quality first instruction, writing across the content areas with a focus on writing fluency, and using monitor notebooks to track individual student growth. All CPOC members agreed on our instructional focus and strategies.

Before the meeting ending, the CPOC approved the 2025-2026 Title 1 budget. Campus staff discussed budgeting challenges due to the campus Title 1 budget being reduced by $40,000.

The CPOC will meet again in November to evaluate CIP strategies.

**SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen**t is that Meets and Masters goals were not met for most student groups. Through the root cause analysis process, we identified that teachers do not always feel confident in how to assist students to reach the Meets and Masters level.

Our second identified priority problem in the area of **student achievement** is that our ECR scores are impeding growth on the ELAR STAAR. Through the root cause analysis process, we identified that students have struggled with writing fluency and voice.

Our third identified priority problem is in the area of student attendance is that our student attendance rate is below 95%. Through the root cause analysis process, we identified that campus staff needs to develop a plan to communicate with all stakeholders about the importance of remaining in school consistently and the adverse effects the lost time has.

# 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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Instructional Focus:<br>All ELAR teachers will purposefully plan explicit and systematic first instruction and practice purposeful small group instruction to address individual needs.<br><br>Strategy: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking weekly in subjects beyond Language Arts.<br><br>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.<br>    **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>    **Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| | Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Instructional Focus:<br>Our math teachers will plan explicit and systematic first instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences.<br><br>Strategy:  Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing.<br><br>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Leadership Team -  Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| | Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Instructional Focus: Our science teachers will strengthen students' understanding of science concepts by planning explicit and systematic first instruction and  providing rigorous and relevant, hands-on opportunities<br><br>Strategy: Strategies include higher level student discourse, student created presentations and projects, and critical writing to justify thinking.<br>**Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| | Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>**Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| | Some Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Well-Rounded Education:  Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, Safety Patrol, PBIS | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education.<br>    **Staff Responsible for Monitoring:** Principal | Some Progress | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets<br><br>Title 1:<br><br>* Salaries - 2 Behavior Specialists<br>* Extra Duty pay - staff members will be paid for tutorials for groups of 5 or more before or after school<br>* Temporary Workers - temporary workers will provide interventions in small groups and in class<br>* Consultants/Garden - students will participate in hand-on science lessons in the garden<br>* Professional Development - staff will be paid for attending approved professional development<br>* Instructional Supplies - classroom and student supplies such as instructional materials, paper, chromebook chargers, and other supplies that help students and staff be successful in class<br>* Field Trips - funds will cover 3 grade levels cost of participating in field trips<br>* Buses - funds will cover field trip buses<br>* Library Books - allows the librarian to buy new books or replace some that are old and outdated<br>* Parent Involvement - we will increase parent involvement throughout the year with events like STREAM night, Multicultural Night, Meet the Teacher, Open House, etc.  Staff members will communicate about these events using various methods to support our goal of increased parent involvement.<br>    **Staff Responsible for Monitoring:** Principal | Moderate Progress | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Improving Student Engagement: Students will have the opportunity to participate in activities such as Student Leadership, Choir, Art Before School, Name that Book, Soccer, etc. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increased student engagement<br>    **Staff Responsible for Monitoring:** Leadership Team | Moderate Progress | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Improving Student Engagement: Staff will be surveyed to determine if there is interest in sponsoring other extracurricular activities or student groups.<br>     **Strategy's Expected Result/Impact:** Increased student engagement<br>     **Staff Responsible for Monitoring:** Leadership Team | Formative | | | Summative |
| | **Nov** | **Feb** | **May** | **June** |
| | Some Progress | | | |

⬭ 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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Foundational TEKS will be taught daily utilizing Structured Literacy Lessons. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency  **Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | **Nov** | **Feb** | **May** | **June** |
| | Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency  **Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | **Nov** | **Feb** | **May** | **June** |
| | Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency  **Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | **Nov** | **Feb** | **May** | **June** |
| | Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency | **Nov** | **Feb** | **May** | **June** |
| **Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | Moderate Progress | | | |

○ No Progress        ○ Accomplished        ➡ Continue/Modify        ✖ Discontinue

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

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | Nov | Feb | May | June |
| | Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | Nov | Feb | May | June |
| | Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | Nov | Feb | May | June |
| | Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency | **Nov** | **Feb** | **May** | **June** |
| **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | Moderate Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** We will maintain a monitoring notebook to document individual students' progress. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency | **Nov** | **Feb** | **May** | **June** |
| **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | Moderate Progress | | | |

No Progress          Accomplished          Continue/Modify          Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

**Evaluation Data Sources:** AMIRA Data

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | | Moderate Progress | | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | | Considerable | | | |
| Strategy 3 Details | | Reviews | | | |
| **Strategy 3:** We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | | Considerable | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** We will maintain a monitoring notebook to document individual students' progress. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased reading proficiency | **Nov** | **Feb** | **May** | **June** |
| **Staff Responsible for Monitoring:** Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists | 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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | **Formative** | | | **Summative** |
| | Nov | Feb | May | June |
| | Considerable | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Math teachers will model and expect students to use a problem-solving process.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | **Formative** | | | **Summative** |
| | Nov | Feb | May | June |
| | Considerable | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Math teachers will track student progress using a monitoring notebook.<br>**Strategy's Expected Result/Impact:** Increased math proficiency<br>**Staff Responsible for Monitoring:** Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists | **Formative** | | | **Summative** |
| | Nov | Feb | May | June |
| | 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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Campus Safety: All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of morning meetings in every classroom. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 20%.  Office referrals that occur from incidents located in the classroom will decrease by 20%. **Staff Responsible for Monitoring:** Principal, Assistance Principals, Counselors, and Behavior Interventionists | Considerable | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Conduct Emergency Safety Drills:  Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.  Conduct Weekly Exterior Door Sweeps. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal and Assistant Principals | 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 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 | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Interventionists | Considerable | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Interventionists | 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 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 | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits.  They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Adam Elementary has a 0% rate of violent incidents for the previous school years. In order to continue to reach this goal, we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to, daily class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionists | Moderate Progress | | | |

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

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills.  In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee | Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Teachers will participate in CFISD's Classroom Management 101 course. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s) | **Nov** | **Feb** | **May** | **June** |
| | Some Progress | | | |

⭕ 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 2%.

    **Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance rate will increase. <br> **Staff Responsible for Monitoring:** Principal | | **Nov** | **Feb** | **May** | **June** |
| | | Some Progress | | | |
| | 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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will receive professional development on topics including (but not limited to): Quality First Instruction, Fundamental Five, Small Group Instruction, Data Analysis, and Classroom Management | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs. **Staff Responsible for Monitoring:** Principal and Campus Leadership Team | Moderate Progress | | | |
| ○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue | | | | |

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

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

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

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Improving Social Media Presence: | | **Formative** | | | **Summative** |
| School staff will regularly post on Facebook and Instagram. | | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased parent and community involvement. **Staff Responsible for Monitoring:** Campus Leadership Team | | Some Progress | | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Improving Social Media Presence: | | **Formative** | | | **Summative** |
| Include various types of posts on social media.  Posts may include photos, videos, reels, or interviews. | | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased parent and community involvement **Staff Responsible for Monitoring:** Campus Leadership Team | | Some Progress | | | |
| Strategy 3 Details | | Reviews | | | |
| **Strategy 3:** Improving Parent and Community Engagement: | | **Formative** | | | **Summative** |
| Offer parent and family activities/events at different times (ex. after school, during the school day) to allow variety for family schedules. | | **Nov** | **Feb** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased parent and community engagement **Staff Responsible for Monitoring:** Campus Leadership Team | | Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Improving Parent and Community Engagement:<br>School staff will communicate with parents and families on various platforms. Communication platforms may include School Messenger, Remind, Class Newsletters, Email, Social Media.<br><br>**Strategy's Expected Result/Impact:** Increased parent and community engagement<br>**Staff Responsible for Monitoring:** Camps Leadership Team | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | **June** |
| | Moderate Progress | | | |

○ No Progress     ◯ Accomplished     ➡ Continue/Modify     ✖ Discontinue

# CPOC

| Committee Role | Name | Position |
|---|---|---|
| Principal (there is only one principal) | Carrie McCollister | Principal |
| Teacher #1 | Alexandra Mancill | ECSE |
| Teacher #2 | Rosura Mendoza | Pre-K |
| Teacher #3 | Mia Vatuna | Kindergarten |
| Teacher #4 | Christina Medina | 1st grade |
| Teacher #5 | Gurkiran Kaur | 2nd grade |
| Teacher #6 | John Hays | 3rd grade |
| Teacher #7 | Lauren Parrent | 4th grade |
| Teacher #8 | Bernadette Jones | 5th grade |
| Other School Leader (nonteaching professional #1) | William Morrow | Assistant Principal |
| Other School Leader (nonteaching professional #2) | Kristina Strong | Assistant Principal |
| Other School Leader (nonteaching professional #3) | Kristina Strong | Core Content Specialist |
| Other School Leader (nonteaching professional #4) | 4 4 | Other school leader (nonteaching professional #4) |
| Paraprofessional #1 | Lydia Garcia | Paraprofessional |
| Paraprofessional #2 | Tanya Vatuna | Campus Secretary |
| Administrator (LEA) #1 | Deanna Hicks | CFISD SPED Coordinator |
| Administrator (LEA) #2 | Kelly Mock | CFISD SPED Coordinator |
| Parent #1 | Thao Hang | Parent #1 |
| Parent #2 | 2 2 | Parent #2 |
| Community Member #1 | 1 1 | Community Member #1 |
| Community Member #2 | 2 2 | Community Member #2 |
| Business Representative #1 | 1 1 | Business Representative #1 |
| Business Representative #2 | 2 2 | Business Representative #2 |
| No charter school in LEA | N/A N/A | No charter school in LEA |
| No tribal association in LEA | N/A N/A | No tribal association in LEA |
| Other | LeAnne Barnett | SPED Representative |
| Other | Kimberly Lacagnina | SOS/DAEP |

| Committee Role | Name | Position |
|---|---|---|
| Other | Lisa Wright | Art, Music, PE Representative |
| Other | Kendra Smith | Core Content Interventionist |

# Addendums

**Campus**          **Adam**

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

| **2025-26** | **Target Check** |
|---|---|
| 77% | Met District Strategic Target |
| 52% | Met District Strategic Target |
| 30% | Met District Strategic Target |

| 3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher) | | | | | |
|---|---|---|---|---|---|
| | 2024-25 | **2025-26** | 2026-27 | 2027-28 | 2028-29 |
| All | 45% | 47% | | | |
| African Am. | 65% | 67% | | | |
| Hispanic | 30% | 32% | | | |
| Eco. Dis. | 38% | 40% | | | |
| EB | 37% | 39% | | | |
| SPED | 6% | 8% | | | |
| Highly Mobile | 50% | 52% | | | |
| High Focus | 38% | 40% | | | |

| **2025-26** | **Target Check** |
|---|---|
| 49% | Met Reading Board Outcome Target |
| 71% | Met Reading Board Outcome Target |
| 36% | Met Reading Board Outcome Target |
| 40% | Met Reading Board Outcome Target |
| 40% | Met Reading Board Outcome Target |
| 8% | Met Reading Board Outcome Target |
| * | Met Reading Board Outcome Target |
| 41% | Met Reading Board Outcome Target |

| 3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher) | | | | | |
|---|---|---|---|---|---|
| | 2024-25 | **2025-26** | 2026-27 | 2027-28 | 2028-29 |
| All | 36% | 38% | | | |
| African Am. | 36% | 38% | | | |
| Hispanic | 20% | 22% | | | |
| Eco. Dis. | 27% | 29% | | | |
| EB | 26% | 28% | | | |
| SPED | 13% | 15% | | | |
| Highly Mobile | 0% | 2% | | | |
| High Focus | 27% | 29% | | | |

| **2025-26** | **Target Check** |
|---|---|
| 40% | Met Math Board Outcome Target |
| 47% | Met Math Board Outcome Target |
| 26% | Met Math Board Outcome Target |
| 29% | Met Math Board Outcome Target |
| 29% | Met Math Board Outcome Target |
| 17% | Met Math Board Outcome Target |
| * | Met Math Board Outcome Target |
| 30% | Met Math Board Outcome Target |

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

| Content | Gr. | Campus | 2026 Cluster | Student Group | Estimated Student Count 2026 | 2025 Approaches or Above | 2026 Approaches or Above | 2026 Approaches Target | 2025 Meets or Above | 2026 Meets or Above | 2026 Meets Target | 2025 Masters Grade Level | 2026 Masters Grade Level | 2026 Masters Target |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | # | % | % | # | % | % | # | % |
| Reading | 3 | Adam | ES4 | All | 144 | 79% | 117 | 81% | 45% | 70 | 49% | 20% | 31 | 22% |
| Reading | 3 | Adam | ES4 | Hispanic | 92 | 77% | 72 | 78% | 30% | 33 | 36% | * | 7 | 8% |
| Reading | 3 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 3 | Adam | ES4 | Asian | 8 | 100% | 8 | 100% | 88% | 8 | 100% | 63% | 6 | 75% |
| Reading | 3 | Adam | ES4 | African Am. | 17 | 83% | 15 | 88% | 65% | 12 | 71% | 26% | 7 | 41% |
| Reading | 3 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 3 | Adam | ES4 | White | 23 | 78% | 19 | 83% | 48% | 14 | 61% | 35% | 9 | 39% |
| Reading | 3 | Adam | ES4 | Two or More | 4 | 70% | 3 | 75% | 50% | 3 | 75% | * | 2 | 50% |
| Reading | 3 | Adam | ES4 | Eco. Dis. | 92 | 76% | 71 | 77% | 38% | 37 | 40% | 13% | 13 | 14% |
| Reading | 3 | Adam | ES4 | EB | 45 | 85% | 39 | 87% | 37% | 18 | 40% | * | 1 | 2% |
| Reading | 3 | Adam | ES4 | At-Risk | 55 | 67% | 38 | 69% | 30% | 18 | 33% | 9% | 6 | 11% |
| Reading | 3 | Adam | ES4 | SPED | 24 | 29% | 8 | 33% | * | 2 | 8% | * | 1 | 4% |
| Reading | 3 | Adam | ES4 | Highly Mobile | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 3 | Adam | ES4 | High Focus | 108 | 75% | 82 | 76% | 38% | 44 | 41% | 13% | 15 | 14% |
| Reading | 4 | Adam | ES4 | All | 124 | 80% | 100 | 81% | 47% | 65 | 52% | 19% | 33 | 27% |
| Reading | 4 | Adam | ES4 | Hispanic | 61 | 77% | 48 | 79% | 43% | 28 | 46% | 13% | 10 | 16% |
| Reading | 4 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 4 | Adam | ES4 | Asian | 9 | 90% | 9 | 100% | 70% | 7 | 78% | * | 5 | 56% |
| Reading | 4 | Adam | ES4 | African Am. | 22 | 67% | 15 | 68% | 33% | 8 | 36% | * | 2 | 9% |
| Reading | 4 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 4 | Adam | ES4 | White | 21 | 90% | 19 | 90% | 52% | 14 | 67% | 24% | 8 | 38% |
| Reading | 4 | Adam | ES4 | Two or More | 11 | 78% | 9 | 82% | 67% | 8 | 73% | 56% | 8 | 73% |
| Reading | 4 | Adam | ES4 | Eco. Dis. | 84 | 78% | 66 | 79% | 38% | 33 | 39% | 13% | 12 | 14% |
| Reading | 4 | Adam | ES4 | EB | 30 | 73% | 22 | 73% | 20% | 7 | 23% | * | 2 | 7% |
| Reading | 4 | Adam | ES4 | At-Risk | 37 | 71% | 27 | 73% | 26% | 10 | 27% | 6% | 3 | 8% |
| Reading | 4 | Adam | ES4 | SPED | 21 | 39% | 9 | 43% | * | 2 | 10% | * | 1 | 5% |
| Reading | 5 | Adam | ES4 | All | 175 | 78% | 138 | 79% | 65% | 116 | 66% | 40% | 72 | 41% |
| Reading | 5 | Adam | ES4 | Hispanic | 94 | 73% | 70 | 74% | 53% | 51 | 54% | 29% | 30 | 32% |
| Reading | 5 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 5 | Adam | ES4 | Asian | 9 | 90% | 9 | 100% | 80% | 8 | 89% | 60% | 6 | 67% |
| Reading | 5 | Adam | ES4 | African Am. | 20 | 87% | 18 | 90% | 80% | 17 | 85% | 40% | 9 | 45% |
| Reading | 5 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 5 | Adam | ES4 | White | 44 | 82% | 39 | 89% | 82% | 38 | 86% | 56% | 26 | 59% |
| Reading | 5 | Adam | ES4 | Two or More | 8 | * | 2 | 25% | * | 2 | 25% | * | 1 | 13% |
| Reading | 5 | Adam | ES4 | Eco. Dis. | 114 | 75% | 87 | 76% | 61% | 71 | 62% | 30% | 35 | 31% |
| Reading | 5 | Adam | ES4 | EB | 59 | 52% | 31 | 53% | 24% | 15 | 25% | * | 2 | 3% |
| Reading | 5 | Adam | ES4 | At-Risk | 109 | 64% | 71 | 65% | 44% | 49 | 45% | 20% | 23 | 21% |
| Reading | 5 | Adam | ES4 | SPED | 37 | 39% | 15 | 41% | 25% | 10 | 27% | * | 1 | 3% |
| Math | 3 | Adam | ES4 | All | 144 | 70% | 102 | 71% | 36% | 57 | 40% | 16% | 31 | 22% |
| Math | 3 | Adam | ES4 | Hispanic | 92 | 59% | 56 | 61% | 20% | 24 | 26% | * | 10 | 11% |
| Math | 3 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 3 | Adam | ES4 | Asian | 8 | 100% | 8 | 100% | 100% | 8 | 100% | * | 6 | 75% |
| Math | 3 | Adam | ES4 | African Am. | 17 | 77% | 14 | 82% | 36% | 8 | 47% | * | 5 | 29% |
| Math | 3 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 3 | Adam | ES4 | White | 23 | 83% | 20 | 87% | 48% | 14 | 61% | 26% | 8 | 35% |
| Math | 3 | Adam | ES4 | Two or More | 4 | 60% | 4 | 100% | 50% | 3 | 75% | * | 2 | 50% |
| Math | 3 | Adam | ES4 | Eco. Dis. | 92 | 65% | 61 | 66% | 27% | 27 | 29% | 12% | 14 | 15% |
| Math | 3 | Adam | ES4 | EB | 45 | 63% | 29 | 64% | 26% | 13 | 29% | * | 3 | 7% |

| Content | Gr. | Campus | 2026 Cluster | Student Group | Estimated Student Count 2026 # | 2025 Approaches or Above % | 2026 Approaches or Above # | 2026 Approaches Target % | 2025 Meets or Above % | 2026 Meets or Above # | 2026 Meets Target % | 2025 Masters Grade Level % | 2026 Masters Grade Level # | 2026 Masters Target % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Math | 3 | Adam | ES4 | At-Risk | 55 | 58% | 33 | 60% | 21% | 12 | 22% | * | 1 | 2% |
| Math | 3 | Adam | ES4 | SPED | 24 | 50% | 13 | 54% | * | 4 | 17% | * | 1 | 4% |
| Math | 3 | Adam | ES4 | Highly Mobile | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 3 | Adam | ES4 | High Focus | 108 | 64% | 70 | 65% | 27% | 32 | 30% | 11% | 13 | 12% |
| Math | 4 | Adam | ES4 | All | 124 | 68% | 87 | 70% | 41% | 63 | 51% | 19% | 38 | 31% |
| Math | 4 | Adam | ES4 | Hispanic | 61 | 64% | 41 | 67% | 35% | 26 | 43% | 20% | 15 | 25% |
| Math | 4 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 4 | Adam | ES4 | Asian | 9 | 80% | 8 | 89% | 50% | 7 | 78% | * | 5 | 56% |
| Math | 4 | Adam | ES4 | African Am. | 22 | 38% | 10 | 45% | 33% | 9 | 41% | * | 5 | 23% |
| Math | 4 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 4 | Adam | ES4 | White | 21 | 86% | 19 | 90% | 50% | 13 | 62% | 19% | 7 | 33% |
| Math | 4 | Adam | ES4 | Two or More | 11 | 78% | 9 | 82% | 67% | 8 | 73% | * | 6 | 55% |
| Math | 4 | Adam | ES4 | Eco. Dis. | 84 | 63% | 54 | 64% | 32% | 28 | 33% | 12% | 11 | 13% |
| Math | 4 | Adam | ES4 | EB | 30 | 64% | 20 | 67% | 27% | 9 | 30% | 11% | 4 | 13% |
| Math | 4 | Adam | ES4 | At-Risk | 37 | 56% | 21 | 57% | 25% | 10 | 27% | 7% | 3 | 8% |
| Math | 4 | Adam | ES4 | SPED | 21 | 48% | 11 | 52% | * | 2 | 10% | * | 1 | 5% |
| Math | 5 | Adam | ES4 | All | 175 | 76% | 136 | 78% | 56% | 101 | 58% | 30% | 56 | 32% |
| Math | 5 | Adam | ES4 | Hispanic | 94 | 68% | 65 | 69% | 44% | 42 | 45% | 18% | 19 | 20% |
| Math | 5 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 5 | Adam | ES4 | Asian | 9 | 90% | 9 | 100% | 90% | 9 | 100% | 50% | 6 | 67% |
| Math | 5 | Adam | ES4 | African Am. | 20 | 80% | 17 | 85% | 53% | 11 | 55% | * | 3 | 15% |
| Math | 5 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 5 | Adam | ES4 | White | 44 | 87% | 41 | 93% | 74% | 35 | 80% | 51% | 24 | 55% |
| Math | 5 | Adam | ES4 | Two or More | 8 | * | 4 | 50% | * | 4 | 50% | * | 4 | 50% |
| Math | 5 | Adam | ES4 | Eco. Dis. | 114 | 74% | 86 | 75% | 48% | 56 | 49% | 21% | 25 | 22% |
| Math | 5 | Adam | ES4 | EB | 59 | 52% | 31 | 53% | 30% | 18 | 31% | * | 2 | 3% |
| Math | 5 | Adam | ES4 | At-Risk | 109 | 60% | 66 | 61% | 33% | 37 | 34% | 12% | 14 | 13% |
| Math | 5 | Adam | ES4 | SPED | 37 | 43% | 16 | 43% | 21% | 8 | 22% | * | 1 | 3% |
| Science | 5 | Adam | ES4 | All | 175 | 78% | 139 | 79% | 45% | 81 | 46% | 31% | 58 | 33% |
| Science | 5 | Adam | ES4 | Hispanic | 94 | 69% | 66 | 70% | 33% | 32 | 34% | 22% | 24 | 26% |
| Science | 5 | Adam | ES4 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Science | 5 | Adam | ES4 | Asian | 9 | 90% | 9 | 100% | 70% | 7 | 78% | * | 5 | 56% |
| Science | 5 | Adam | ES4 | African Am. | 20 | 93% | 19 | 95% | 40% | 9 | 45% | * | 3 | 15% |
| Science | 5 | Adam | ES4 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Science | 5 | Adam | ES4 | White | 44 | 87% | 40 | 91% | 62% | 28 | 64% | 49% | 25 | 57% |
| Science | 5 | Adam | ES4 | Two or More | 8 | * | 5 | 63% | * | 5 | 63% | * | 1 | 13% |
| Science | 5 | Adam | ES4 | Eco. Dis. | 114 | 76% | 88 | 77% | 37% | 43 | 38% | 22% | 26 | 23% |
| Science | 5 | Adam | ES4 | EB | 59 | 48% | 29 | 49% | 21% | 13 | 22% | * | 2 | 3% |
| Science | 5 | Adam | ES4 | At-Risk | 109 | 63% | 70 | 64% | 26% | 29 | 27% | 10% | 12 | 11% |
| Science | 5 | Adam | ES4 | SPED | 37 | 46% | 18 | 49% | * | 2 | 5% | * | 1 | 3% |

# 2025-2026 Elementary Content Area
# Standard Expectations

**Literacy (Reading and Writing)**
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks ($2^{nd}$-$5^{th}$)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

**Mathematics**
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-$5^{th}$ grade and Interactive Math Notebooks in $2^{nd}$-$5^{th}$ grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools
  - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science
Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to
- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, $2^{nd}$-$3^{rd}$ = 60% of the time, $4^{th}$-$5^{th}$ = 50% of the time).
- Use an Interactive Science Notebook in $1^{st}$-$5^{th}$ grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in $2^{nd}$-$5^{th}$ grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in $2^{nd}$-$5^{th}$ grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - Communicate and share conclusions using digital tools

## Elementary Physical Education/Health (K–5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

## Elementary Music (K–5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

## Visual Arts (K–5)
- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.