Cypress-Fairbanks Independent School District

Tipps Elementary School

2025-2026

Mission Statement

Our mission is to increase academic achievement for students at Tipps Elementary by providing engaging and differentiated instruction, interventions, tutoring and social emotional support to our students.

Vision

Tipps Elementary exist so 100% of our students will meet or exceed grade level and or programming expectations.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Tipps Elementary is a campus in Houston, TX. Tipps Elementary is projected to serve 949 students in grades PK-5th during the 2025-26 school year, which is a decrease from the previous year of 979.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Tipps 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 5/19/2025 , and again on 9/15/2025 . The meetings were held in the Art Room . We plan to meet again on 11/17/25, 2/16/2026, 5/18/2026 to review and revise the CNA as needed.

At the first meeting on 5/19/2025 :
During the meeting, the committee completed several key tasks related to the Campus Improvement Plan (CIP). First, members used local assessment data to finalize the May CIP strategy evaluation by entering results into Plan4Learning. Next, they completed the 2024–25 CIP Summative Evaluation with guidance from a provided video. The group then conducted the 2025–26 needs assessment, identifying three strengths from the 2024–25 school year and three needs for the upcoming year. Based on these findings, they began drafting the 2025–26 CIP by creating one strategy for each identified need. Finally, the team discussed and developed the preliminary 2025–26 Title I budget, ensuring funds aligned with identified needs and strategies, while also reviewing any additional items requiring Title I support.

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

- District Assessments
- MAP Growth Data

At the second meeting on 9/16/2025, the CPOC:

Mrs. Thomas welcomed attendees to the first CPOC meeting of the 2025-2026 school year. The Purpose of CPOC and how the committee functions to carry out the objectives to benefit the campus was briefly explained. Campus Improvement Plan Review – Finalize Comprehensive Needs Objective and review CIP strategies. Title I Budget was outlined to attendees with categories and projected expenses. The 2025-2026 Parent Engagement Policy was reviewed. There was no further business and the meeting was adjourned.

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 our student achievement score was a 69 or D. Through the root cause analysis process, we identified continuous learning gaps as the root cause.

Our second identified priority problem in the area of **student achievement** is our emergent bilingual students performing below the target. Through the root cause analysis process, we identified the need for better accelerated language acquisition.

Our third identified priority problem is in the area of attendance is we were below the District goal of 95%. Through the root cause analysis process, we identified motivating our students to want to come to school and chronic absences.

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 Reading, Math and Science results

Strategy 1 Details				Reviews			
Strategy 1: Instructional Focus: RLA				**Formative**			**Summative**
Strategy: All RLA teachers will receive instructional coaching and professional development on how to plan and implement resources with fidelity. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.				**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialist (ELAR) , Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team				Some Progress			

Strategy 2 Details				Reviews			
Strategy 2: Instructional Focus: Math				**Formative**			**Summative**
Strategy: All math teachers will receive instructional coaching and professional development in providing engaging, interactive and differentiated lessons and how to implement the curriculum with consistency. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.				**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal, Principal				Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Instructional Focus: Science, with a focus on African American and Emergent Bilingual students.
 	
Strategy: Science teachers will teach students, with a focus on African American and Emergent Bilingual students. Teachers will provide instruction in targeted vocabulary by utilizing the QSSSA strategy to ensure students are using academic language. They will also utilize SPARC activities, Lead4ward activities, and district and campus-created activities. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Science Specialist, Assistant Principals, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some 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.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Physical Education Coach, Assistant Principals and 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: After school tutorials, student organizations (choir, student council, etc.)
    Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.
    Staff Responsible for Monitoring: Staff sponsors, Assistant Principals
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	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: 1. Professional Development - The leadership team, teaching staff and para-professionals will attend professional development locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms which will assist in meeting the goal as specified in the campus CIP. 2. Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding instructional targets. 3. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed instructional targets. 4. Technology Supportive Tools - Monitors, laptop stands and other instructional technology tools to support the instructional environment for teachers. 5. Testing Strategies - Provide support with testing to ensure student success. 6. Replenish books in the book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice. **Staff Responsible for Monitoring:** Teachers, Librarian, Instructional Specialists, Assistant Principals, Principal	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Hosting diverse after school programs such as Hispanic Heritage Night, QSSSA, Get Your Teach On Strategies, Project Class.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Hosting after school organizations improves student engagement by expanding learning opportunities, building relationships, supporting diverse interests, and strengthening school-community connections which all contribute to higher motivation, better attendance, and deeper investment in learning. **Staff Responsible for Monitoring:** Principal, Sponsor teachers	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Improving communication and providing parent engagement opportunities while providing childcare.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improving communication and providing parent engagement opportunities with childcare available, removes barriers, strengthens partnerships, builds trust, and aligns support between home and school. These factors create a more connected support system for students, which leads directly to higher motivation, improved attendance, and stronger engagement in their learning. **Staff Responsible for Monitoring:** Principal, Classroom teachers	Moderate Progress			

Strategy 9 Details	Reviews			
Strategy 9: Evidence-based school improvement strategy: We will closely evaluate the data of our continuously enrolled students. We will provide acceleration in math and reading foundations through interventions such as Closing the Gap, small groups pull out during the day, tutoring and Saturday Camp. We will build the capacity of teachers through professional development and extended planning. Instructional Specialist will model for teachers. Campus monitoring plan: Principal, Assistant Principal and Instructional Specialist will monitor through We Climb observations, planning support and data digs. We will look specifically at this group and monitor their progress after each District assessment. District monitoring plan: Tipps is a CFISD Monitor school. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: Title I funds will be reallocated to extended planning coverage, tutorials, and interventionists. District reallocation of resources to support the strategy: none needed **Strategy's Expected Result/Impact:** Continuously enrolled student performance goals: RLA Meets or Higher: 47% Math Meets or Higher: 51% Student Success (Domain I Component Score): 48 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	No 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 HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal	Moderate 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	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal	Some 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	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Some 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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

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 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	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 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Some 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 teachers will utilize the data to inform and adjust instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	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**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

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: Some progress made toward meeting Objective

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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Math teachers will model and expect students to use a problem-solving process and check for understanding. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math proficiency **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Some Progress			

Strategy 5 Details		Reviews			
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math proficiency **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Some Progress			

Strategy 6 Details		Reviews			
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math proficiency **Staff Responsible for Monitoring:** Princpal		**Nov**	**Feb**	**May**	**June**
		Some Progress			

○ 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: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Campus Safety: By the end of the current school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Staff and students will learn, practice and apply ROAR expectations in all settings at school. These practices will result in a decrease of office referrals by 10%. **Staff Responsible for Monitoring:** PBIS Leadership Team, Behavior Coach, Assistant Principals		Some Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Campus Safety: Recognize and promote safe practices involving drugs and alcohol in the community. Highlight strategies that will keep students safe during Red Ribbon Week and all year through our PBIS lessons.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will develop healthy habits and stay safe by understanding and using ways to stay drug and alcohol free. Students will be an advocate for others in dangerous situations. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, Principal		Considerable			
Strategy 3 Details		**Reviews**			
Strategy 3: 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:** EOP Campus Representative, Principal		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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Student Attendance: Students will be recognized for perfect attendance each nine weeks. Staff will contact students who are absent for 3 or more days to determine reason for absence.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%. **Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal	Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Student Attendance: Student attendance certificates will take place at the end of each nine weeks. We will provide parents with information about the importance of attendance through our monthly newsletter.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase student attendance to 95% for the school year. **Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

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. Our students will participate in a variety of activities that will foster a positive culture of acceptance and accountability. Activities will include Cy-Fair Sam presentations, PBIS Matrix/Project Class implementation, and character development counselor presentations. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Behavior Coach, Counselors, Principal, Assistant Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

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. By the end of the current school year, campus staff will implement the PBIS practices 95% of the time. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Behavior Specialists, Assistant Principals	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

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. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

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**
	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 25% from the previous year.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly with a certificate and special shoutout.
     Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25%.
     Staff Responsible for Monitoring: Counselors, Assistant Principal, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	No Progress			
Strategy 2 Details	**Reviews**			

Strategy 2: Teacher/Paraprofessional Retention activities to promote a culture of teamwork and celebration. Each month, the campus staff will be celebrated through thank you notes, special dress days, special snacks, catered meals and/or other incentives to celebrate their work. We will implement team builders throughout the school year.
     Strategy's Expected Result/Impact: Increase in morale across the campus resulting in 88% or higher on the Employee Perception Survey.
     Staff Responsible for Monitoring: Principal, Administrative Team, Campus Secretary
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	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 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: High-Quality Professional Development: Teachers will participate in the Sibme coaching program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of our teachers will receive coaching on a specific area of growth through the Sibme platform.. **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals, Principals		**Nov**	**Feb**	**May**	**June**
		Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: High-Quality Professional Development: Teachers will participate in the Project Class Program and implement the PBIS Program to support classroom management.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will implement the Project Class and PBIS Matrices Behavior Expectations of all students throughout the school year at 95% success rate as measured by office referrals. This will give teachers the skills to deescalate behavior and teach appropriate social skills to students. **Staff Responsible for Monitoring:** PBIS Leadership Team, Assistant Principals		**Nov**	**Feb**	**May**	**June**
		Some 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: As a campus we will post weekly to social media.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Posting at least once a week helps improve parent and family engagement by keeping families informed, building community, removing barriers to communication, highlighting involvement opportunities, and strengthening trust. This consistent and accessible outreach encourages more families to participate actively in their child's education and the life of the school. **Staff Responsible for Monitoring:** Principal, Teachers		**Nov**	**Feb**	**May**	**June**
		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Improving Social Media Presence: We will highlight student life and instruction on social media.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Highlighting student life and instruction through social media helps improve parent and family engagement by building trust, strengthening connections, supporting learning at home, celebrating students, and making communication more accessible. These outcomes encourage families to become active partners in their child's education and more deeply involved in the school community.		**Nov**	**Feb**	**May**	**June**
		Moderate Progress			

Strategy 3 Details		Reviews			
Strategy 3: Improving Parent and Community Engagement: We will offer a more flexible schedule of events for parents and families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Offering flexible scheduled events improves parent and family engagement by removing barriers, showing respect for families' needs, strengthening communication, fostering inclusivity, and aligning support for student learning. As a result, more families can participate consistently and meaningfully in their child's education. **Staff Responsible for Monitoring:** Principal, teachers		**Nov**	**Feb**	**May**	**June**
		Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We will communicate more frequently and provide more advance notice of events.	Formative			Summative
Strategy's Expected Result/Impact: Communicating more and giving advance notice of events improves parent and family engagement by increasing participation, building trust, removing barriers, encouraging collaboration, and showing that family involvement is valued. These efforts create stronger partnerships that directly support student success and engagement. **Staff Responsible for Monitoring:** Principal, teachers	**Nov**	**Feb**	**May**	**June**
	Some Progress			

No Progress   Accomplished   ⮕ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Felicia Thomas	Principal (there is only one principal)
Teacher #1	Allison Schnitzer	Teacher #1
Teacher #2	Nkemdilim Akabueze	Teacher #2
Teacher #3	Mia Henry	Teacher #3
Teacher #4	Tiffany Spurlock	Teacher #4
Teacher #5	Dipti Kanhere	Teacher #5
Teacher #6	Vanessa Duivenvoorde	Teacher #6
Teacher #7	Gina Reuter	Teacher #7
Teacher #8	Jennifer McClure	Teacher #8
Teacher	London Martin	Interventionist
Other School Leader	Nakiska Crumedy	Behavior Specialist
Other School Leader	April Jackson	Behavior Specialist
Other School Leader (Nonteaching Professional) #1	Julia Hunt	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Nancy Delgado	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Claudia Reyes	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Amber Burton	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Elizabeth Woodward	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Michele Ferdinand	Administrator (LEA) #1
Administrator (LEA) #2	D'Niessa Slocum	Administrator (LEA) #2
Parent #1	Parent 1	Parent #1
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
No Charter School in LEA	N/A N/A	No Charter School in LEA

Committee Role	Name	Position
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   **Tipps**

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%

2025-26	**Target Check**
75%	Met District Strategic Target
50%	Met District Strategic Target
35%	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	24%	26%			
African Am.	36%	38%			
Hispanic	20%	22%			
Eco. Dis.	21%	23%			
EB	16%	18%			
SPED	0%	2%			
Highly Mobile	0%	2%			
High Focus	22%	24%			

2025-26	**Target Check**
75%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
75%	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	29%	31%			
African Am.	40%	42%			
Hispanic	26%	28%			
Eco. Dis.	27%	29%			
EB	23%	25%			
SPED	0%	2%			
Highly Mobile	0%	2%			
High Focus	28%	30%			

2025-26	**Target Check**
75%	Met Math Board Outcome Target
75%	Met Math Board Outcome Target
75%	Met Math Board Outcome Target
75%	Met Math Board Outcome Target
75%	Met Math Board Outcome Target
75%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
75%	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	Tipps	ES9	All	113	55%	86	76%	24%	58	51%	6%	30	27%
Reading	3	Tipps	ES9	Hispanic	79	50%	59	75%	20%	40	51%	*	20	25%
Reading	3	Tipps	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Tipps	ES9	Asian	3	*	3	100%	*	2	67%	*	1	33%
Reading	3	Tipps	ES9	African Am.	21	76%	16	76%	36%	11	52%	*	6	29%
Reading	3	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Tipps	ES9	White	6	*	5	83%	*	3	50%	*	2	33%
Reading	3	Tipps	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	3	Tipps	ES9	Eco. Dis.	98	53%	74	76%	21%	49	50%	5%	25	26%
Reading	3	Tipps	ES9	EB	56	43%	42	75%	16%	28	50%	*	14	25%
Reading	3	Tipps	ES9	At-Risk	61	47%	46	75%	18%	31	51%	*	16	26%
Reading	3	Tipps	ES9	SPED	15	*	12	80%	*	8	53%	*	4	27%
Reading	3	Tipps	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Tipps	ES9	High Focus	104	54%	77	74%	22%	52	50%	6%	26	25%
Reading	4	Tipps	ES9	All	135	68%	103	76%	42%	71	53%	17%	37	27%
Reading	4	Tipps	ES9	Hispanic	105	65%	79	75%	36%	53	50%	15%	27	26%
Reading	4	Tipps	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Tipps	ES9	Asian	2	100%	2	100%	78%	2	100%	*	1	50%
Reading	4	Tipps	ES9	African Am.	24	68%	18	75%	52%	13	54%	*	6	25%
Reading	4	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Tipps	ES9	White	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Tipps	ES9	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Reading	4	Tipps	ES9	Eco. Dis.	117	67%	88	75%	40%	59	50%	16%	30	26%
Reading	4	Tipps	ES9	EB	81	55%	61	75%	27%	41	51%	9%	21	26%
Reading	4	Tipps	ES9	At-Risk	84	60%	63	75%	33%	42	50%	14%	21	25%
Reading	4	Tipps	ES9	SPED	11	*	9	82%	*	6	55%	*	3	27%
Reading	5	Tipps	ES9	All	146	64%	113	77%	41%	77	53%	17%	38	26%
Reading	5	Tipps	ES9	Hispanic	96	62%	72	75%	37%	48	50%	14%	24	25%
Reading	5	Tipps	ES9	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Reading	5	Tipps	ES9	Asian	8	100%	8	100%	83%	7	88%	*	2	25%
Reading	5	Tipps	ES9	African Am.	31	69%	24	77%	50%	16	52%	*	8	26%
Reading	5	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Tipps	ES9	White	6	*	5	83%	*	3	50%	*	2	33%
Reading	5	Tipps	ES9	Two or More	3	*	2	67%	*	2	67%	*	1	33%
Reading	5	Tipps	ES9	Eco. Dis.	123	62%	93	76%	38%	62	50%	16%	31	25%
Reading	5	Tipps	ES9	EB	74	52%	56	76%	31%	37	50%	10%	19	26%
Reading	5	Tipps	ES9	At-Risk	107	58%	81	76%	35%	54	50%	11%	27	25%
Reading	5	Tipps	ES9	SPED	19	*	15	79%	*	10	53%	*	5	26%
Math	3	Tipps	ES9	All	113	59%	85	75%	29%	58	51%	6%	30	27%
Math	3	Tipps	ES9	Hispanic	79	55%	60	76%	26%	40	51%	*	20	25%
Math	3	Tipps	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Tipps	ES9	Asian	3	*	2	67%	*	2	67%	*	1	33%
Math	3	Tipps	ES9	African Am.	21	64%	16	76%	40%	11	52%	*	6	29%
Math	3	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Tipps	ES9	White	6	*	4	67%	*	3	50%	*	2	33%
Math	3	Tipps	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	3	Tipps	ES9	Eco. Dis.	98	57%	74	76%	27%	49	50%	5%	25	26%

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	Tipps	ES9	EB	56	55%	42	75%	23%	28	50%	*	14	25%
Math	3	Tipps	ES9	At-Risk	61	56%	46	75%	25%	31	51%	4%	16	26%
Math	3	Tipps	ES9	SPED	15	*	12	80%	*	8	53%	*	4	27%
Math	3	Tipps	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Tipps	ES9	High Focus	104	58%	78	75%	28%	52	50%	6%	26	25%
Math	4	Tipps	ES9	All	135	62%	103	76%	35%	69	51%	14%	37	27%
Math	4	Tipps	ES9	Hispanic	105	59%	79	75%	33%	53	50%	15%	27	26%
Math	4	Tipps	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Tipps	ES9	Asian	2	89%	2	100%	67%	1	50%	*	1	50%
Math	4	Tipps	ES9	African Am.	24	62%	18	75%	27%	12	50%	*	6	25%
Math	4	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Tipps	ES9	White	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Tipps	ES9	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Math	4	Tipps	ES9	Eco. Dis.	117	61%	13	11%	33%	59	50%	15%	30	26%
Math	4	Tipps	ES9	EB	81	57%	61	75%	28%	41	51%	12%	21	26%
Math	4	Tipps	ES9	At-Risk	84	56%	63	75%	31%	42	50%	14%	21	25%
Math	4	Tipps	ES9	SPED	11	*	9	82%	*	6	55%	*	3	27%
Math	5	Tipps	ES9	All	146	68%	112	77%	40%	74	51%	22%	38	26%
Math	5	Tipps	ES9	Hispanic	96	62%	72	75%	34%	48	50%	22%	24	25%
Math	5	Tipps	ES9	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	5	Tipps	ES9	Asian	8	100%	6	75%	100%	4	50%	*	2	25%
Math	5	Tipps	ES9	African Am.	31	81%	24	77%	46%	16	52%	*	8	26%
Math	5	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Tipps	ES9	White	6	*	5	83%	*	3	50%	*	2	33%
Math	5	Tipps	ES9	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Tipps	ES9	Eco. Dis.	123	66%	93	76%	37%	62	50%	19%	31	25%
Math	5	Tipps	ES9	EB	74	58%	56	76%	33%	37	50%	19%	19	26%
Math	5	Tipps	ES9	At-Risk	107	61%	81	76%	30%	54	50%	16%	27	25%
Math	5	Tipps	ES9	SPED	19	38%	15	79%	*	10	53%	*	5	26%
Science	5	Tipps	ES9	All	146	60%	111	76%	31%	74	51%	9%	38	26%
Science	5	Tipps	ES9	Hispanic	96	53%	72	75%	28%	48	50%	6%	24	25%
Science	5	Tipps	ES9	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Science	5	Tipps	ES9	Asian	8	100%	6	75%	83%	4	50%	*	2	25%
Science	5	Tipps	ES9	African Am.	31	77%	24	77%	27%	16	52%	*	8	26%
Science	5	Tipps	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Tipps	ES9	White	6	*	5	83%	*	3	50%	*	2	33%
Science	5	Tipps	ES9	Two or More	3	*	2	67%	*	2	67%	*	1	33%
Science	5	Tipps	ES9	Eco. Dis.	123	57%	18	15%	27%	62	50%	6%	31	25%
Science	5	Tipps	ES9	EB	74	48%	56	76%	24%	37	50%	*	19	26%
Science	5	Tipps	ES9	At-Risk	107	53%	81	76%	25%	54	50%	5%	27	25%
Science	5	Tipps	ES9	SPED	19	*	15	79%	*	10	53%	*	5	26%

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 (2nd-5th)
        - 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-5th grade and 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, 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, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th 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 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th 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:
    o Use Chromebook devices to engage in face-to-face and digital collaboration
    o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
    o 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.