

Cypress-Fairbanks Independent School District

McFee Elementary School

2025-2026



Mission Statement

Equip students today to impact tomorrow

Vision

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

Student Achievement

Student Achievement Strengths

Needs for 2025-2026 School Year

- Thursday Folders
- Timberwolf Training
- Room Parents
- Staff Attendance
- Staff Development
- Game-on Buy-in: Staff & Leadership Team
- Defined School Culture
- Staff the Library on days when the Librarian is off campus

Strengths 2024-2025 School Year:

- VIPS
- Student Attendance
- Guidance Lessons
- Small-group Instruction
- Data-driven Instruction
- Amira +
- ST Math +
- Daily Math Fluency
- Using Title I to provide Interventionists

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: RLA Our overall proficiency rate for 3-5th Grade RLA was below the campus target of 80%.

Root Cause: Instructional Focus Root Cause #1: RLA (1)Teachers were not prepared to meet the demands of rigor in the RLA curriculum. (2)The students had two consecutive years of inconsistent instruction in RLA.

Problem Statement 2: Instructional Focus Problem #2: Math Our overall proficiency rate for 3-5 grade mathematics was below the campus target of 80%.

Root Cause: Instructional Focus Root Cause #2: Math (1)-There was an overwhelming number of teachers who were in an ACP program and did not have the requisite skills to teach the curriculum. (2) The demand of the rigor of the fourth-grade curriculum contributed to the low proficiency rate in fourth-grade.

Problem Statement 3: Instructional Focus Problem #3: Science Our overall proficiency rate for fifth-grade science was below the district proficiency rate.

Root Cause: Instructional Focus Root Cause #3: Science Teachers lack confidence and skills need to deliver quality instruction due to non-completion of the ACP program.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema, and need to provide supplemental staffing support, such as:

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			
<p>Strategy 1: Instructional Focus: Reading</p> <p>Strategy: RLA: Teachers will use DPM, Benchmarks, STAAR, MAP, mClass, and circle to deliver content and drive small-group instruction. Teachers will differentiate instruction when meeting with small groups of students. Teachers will provide cross-curricular text opportunities. Teachers will use MAP, mClass, DPM, and STAAR data to determine needs and develop targeted plans for each student. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 4 days a week. The 4th/5th interventionists will focus on test-taking strategies and comprehension. Students who are not meeting in a small group will be practicing the skills learned. Teachers must incorporate the use of anchor charts. Display anchor charts in the classroom for student reference. Teachers will have data conferences to support them in creating and meeting academic goals. Teachers will implement a Common Board Configuration word wall. Teachers will provide students with opportunities to practice on the testing platform. Teachers will have data digs after every assessment. Teachers will track students' growth based on performance categories from STAAR. Teachers will create a data wall to physically track students' progress after every assessment. WeClimb will be used to ensure instruction follows the district curriculum, allotted time, and expectations.</p> <p>Strategy's Expected Result/Impact: Students will meet the goal of 90% at Approaches, 60% Meets, and 30% Masters.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Math</p> <p>Strategy: Math: Teachers will differentiate in the classroom by analyzing data and providing structured small-group instruction. Teachers must spiral in previously taught TEKS. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 4 days a week. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will use MAP, CCA (Critical Content Assessment), Benchmark, and DPM data to determine needs and develop targeted plans for each student. Interventionists will follow a schedule to meet with small groups in the classroom setting. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will provide opportunities for students to practice on the testing platform. Fact fluency is the foundational skill that is needed for students to build higher-order math questions. Ratio Tables will be incorporated at least 1 time per week to help with multiplying whole numbers and decimals. Teachers will complete data digs after every assessment. Teachers will track students' growth based on performance categories from STAAR. Teachers will create a data wall to physically track students' progress after every assessment. Interventionists will focus on 4th and 5th-grade students. WeClimb will be used to ensure instruction follows the district curriculum, allotted time, and expectations.</p> <p>Strategy's Expected Result/Impact: Students will meet the goal of 90% at Approaches, 60% Meets, and 30% Masters.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Science</p> <p>Strategy: Science: Teachers will be purposeful in planning to incorporate ESL strategies in lessons. Teachers will reference and use the differentiation tables in the teacher notes. Provide more opportunities for reading and critical writing in science. Teachers will plan intentionally with all subject teachers to ensure that science is incorporated into reading and writing lessons. Provide hands-on and virtual experiences to allow students to connect and engage with vocabulary. Teachers will implement an interactive word wall. Teachers will plan the interactive word wall at the beginning of each unit and incorporate ISN in daily instruction. WeClimb will be used to ensure instruction follows the district curriculum, allotted time, and expectations. The campus is intentionally seeking to replace long-term substitute teachers with certified, highly-qualified teachers. Teachers should incorporate the creation of anchor charts during initial instruction and display them in the classroom for student reference. Teachers will use MAP and Unit test (3rd-5th) data to determine needs and develop targeted plans for each student. Teachers must spiral in previously taught TEKS. Teachers will confer with individual students to support them in creating and meeting academic goals. Ready to Grow Gardens and Grade Level Field Trips will accompany learning and provide hands-on experiences for students. Teachers will provide opportunities for students to practice on the testing platform. Teachers will have data digs after every assessment. Teachers will track students' growth based on performance categories from STAAR. At least one teacher per grade level will attend the district content trainings and bring back the information for the rest of the team.</p> <p>Strategy's Expected Result/Impact: Students will meet the goal of 80% at Approaches, 70% Meets, and 30% Masters.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will receive lessons covering nutrition and fitness, and will participate in fitness-related events at the campus and district levels. Fitness-related events will take place throughout the year. A nutritionist from the district will assist with lessons.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 5 Details	Reviews			
<p>Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Student Council, Student Ambassadors, Bi-Weekly Read Alouds with Librarian, STAAR Night, Meet the Teacher, Grade Level Field Trips, Open House, Book Fair, Digital Citizen, College Week, Academic Night, Multicultural awareness, Winter Wonderland, Spring Fling, Hispanic Heritage Dinner, grade level performances, Black History month activities, grandparents day, Spelling Bee, PreK Graduation, 5th Grade Recognition, Grade Level award ceremonies, Leader of the Pack, Talent Show, Game On Pep Rally, Day of Drumming, Eggstravaganza Christmas Around the World, and Livestock Show and Rodeo Day.</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Salaries: 1 Testing Coordinator, 1 Behavior Specialist, and 2 teachers (5th and 3rd) will assist with helping students and reducing class size in our highest areas of need. Temporary workers (interventionists) will be meeting with students to assist with skills being taught.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement:</p> <p>1. Build Relevance & Connection Connect learning to real life: Show how lessons relate to students' lives, interests, or future goals.</p> <p>2. Active & Hands-On Learning Movement breaks: Incorporate brain breaks, stretching, or short movement tasks. Hands-on materials: Use manipulatives, visuals, and sensory items.</p> <p>3. Scaffold Participation Chunk information: Present content in smaller, manageable steps. Use visuals & models: Anchor charts, graphic organizers, or videos support attention.</p> <p>4. Positive Behavior & Motivation Immediate feedback: Acknowledge effort and participation in real-time. Celebrate small wins: Track progress with stickers, points, or verbal praise.</p> <p>5. Technology & Multimedia Interactive tools: Kahoot!, Quizizz, or Nearpod can keep students engaged. Multimedia learning: Videos, songs, or virtual tours add variety and stimulation. Assistive technology: Use AAC devices, speech-to-text, or adapted keyboards for accessibility.</p> <p>6. Social & Collaborative Engagement Peer teaching: Students explain concepts to each other. Small group work: Cooperative learning fosters accountability.</p> <p>7. Social-Emotional & Sensory Supports Calm corners: Provide spaces where students can regulate before rejoining. Check-ins: Quick "mood meters" or thumbs up/down to gauge readiness to learn.</p> <p>Incorporate SEL: Teach self-regulation, empathy, and goal-setting alongside academics.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p>	Formative			Summative
	Nov	Feb	May	June
	<div style="display: flex; align-items: center; justify-content: center;">  <p data-bbox="1444 329 1549 386">Some Progress</p> </div>			

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

Strategy 4 Details	Reviews			
<p>Strategy 4: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029.</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Foundational TKS will be taught daily utilizing HMH Structured Literacy Lessons</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 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			
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	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

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will model and expect students to use a problem-solving process.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Safety: Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school.</p> <p>Strategy's Expected Result/Impact: Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers.</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Weekly LED Board will display the attendance rate to the community. Prizes will be given to students for perfect attendance.</p> <p>Strategy's Expected Result/Impact: 96% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) for students. Every 9 weeks, students who have perfect attendance will be entered into a raffle to win a bike provided by VIPS committee.</p> <p>Strategy's Expected Result/Impact: 96% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 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			
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Regularly scheduled "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning & Building students' character are the primary goals of learning. Using lessons from the counselors and Bringing out the best curriculum.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students with significant behavioral difficulties will be monitored closely by our Behavioral Interventionists and AP's. Will tailor Individualized Social Skill lessons to target individual student goals. Daily structured check-ins, restorative practice, student incentives, and CPI Verbal Intervention Training for staff members new to McFee in the current school year.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: BI, Teachers, AP's, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 50% or more of teachers will receive job targeted professional development based on identified needs including data. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveyed staff and student academic achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction, impacting student progress.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, APs</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: Parent involvement will increase by providing resources in real-time via a grade-level newsletter or Remind 101. Appoint 2 members from staff to be in charge of posting photos to Facebook, Instagram, and Remind.</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Parent and Community Engagement: The Events Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, & Technology, and also provide opportunities for families to interact with staff for the current school year.</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #10	Elizabeth Smith	SPED
Other School Leader (Nonteaching Professional) #9	Tayaka Daniels	Assistant Principal
Other School Leader (Nonteaching Professional) #8	Soileau Jennifer	Assistant Principal
Other School Leader (Nonteaching Professional) #7	Leslie Turner	Counselor
Other School Leader (Nonteaching Professional) #6	Brittany Haywood	Counselor
Other School Leader (Nonteaching Professional) #5	Shaneka Thomas	Instructional Specialist
Principal	Sharon Whitfield	Principal
Teacher #1	Rachel Ballard	1st Grade
Teacher #2	Sharita Thompson	2nd Grade
Teacher #3	Theresa Quinn	3rd Grade
Teacher #4	Gloria Scroggins	4th Grade
Teacher #5	Mary Paula Sanchez	5th Grade
Teacher #6	Shelly Wester	PK
Teacher #7	Cecilia Cruz	K
Teacher #8	Robert Thompson	Intervention
Other School Leader (Nonteaching Professional) #1	Heather Greiner	Testing Coordinator
Other School Leader (Nonteaching Professional) #2	Lolita Robinson	Behavior Specialist
Other School Leader (Nonteaching Professional) #3	Celina Lapidus	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Samelia Holmes	Instructional Specialist
Paraprofessional #1	Christina Johnson	Paraprofessional #1
Secretary	Alma Espericueta	Campus Secretary
Administrator (LEA) #1	Valerie Lord	Administrator (LEA) #1
Administrator (LEA) #2	Sasha Lamar	Administrator (LEA) #2
Parent #1	Magali Penaloza	Parent #1
Parent #2	Herrera Samantha	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2

Committee Role	Name	Position
Business Representative #1	Essence Castro	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
Teacher #9	Yvette Scott	PEAM

Addendums

Campus

McFee

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	40%	43%	46%	49%	52%
Masters Grade Level	17%	20%	23%	26%	29%

2025-26	Target Check
73%	Met District Strategic Target
44%	Met District Strategic Target
20%	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	48%	50%			
African Am.	45%	47%			
White	29%	31%			
Eco. Dis.	47%	49%			
EB	24%	26%			
SPED	10%	12%			
Highly Mobile	20%	22%			
High Focus	46%	48%			

2025-26	Target Check
54%	Met Reading Board Outcome Target
49%	Met Reading Board Outcome Target
63%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
28%	Met Reading Board Outcome Target
16%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
49%	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	44%	46%			
African Am.	33%	35%			
White	57%	59%			
Eco. Dis.	43%	45%			
EB	38%	40%			
SPED	18%	20%			
Highly Mobile	0%	2%			
High Focus	43%	45%			

2025-26	Target Check
49%	Met Math Board Outcome Target
36%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target
46%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
32%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
46%	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	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	McFee	ES8	All	138	77%	114	83%	48%	75	54%	21%	36	26%	
Reading	3	McFee	ES8	Hispanic	74	79%	61	82%	51%	40	54%	20%	17	23%	
Reading	3	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Reading	3	McFee	ES8	Asian	6	*	6	100%	*	5	83%	*	3	50%	
Reading	3	McFee	ES8	African Am.	45	73%	34	76%	45%	22	49%	24%	12	27%	
Reading	3	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Reading	3	McFee	ES8	White	8	100%	8	100%	*	5	63%	*	3	38%	
Reading	3	McFee	ES8	Two or More	5	*	5	100%	*	3	60%	*	1	20%	
Reading	3	McFee	ES8	Eco. Dis.	108	76%	85	79%	47%	54	50%	19%	24	22%	
Reading	3	McFee	ES8	EB	58	59%	36	62%	24%	16	28%	*	5	9%	
Reading	3	McFee	ES8	At-Risk	61	67%	43	70%	37%	24	39%	14%	10	16%	
Reading	3	McFee	ES8	SPED	31	29%	10	32%	*	5	16%	*	3	10%	
Reading	3	McFee	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*	
Reading	3	McFee	ES8	High Focus	120	75%	94	78%	46%	59	49%	19%	26	22%	
Reading	4	McFee	ES8	All	171	76%	137	80%	52%	97	57%	20%	42	25%	
Reading	4	McFee	ES8	Hispanic	110	83%	95	86%	55%	64	58%	19%	24	22%	
Reading	4	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Reading	4	McFee	ES8	Asian	3	*	3	100%	*	2	67%	*	1	33%	
Reading	4	McFee	ES8	African Am.	47	63%	31	66%	50%	25	53%	26%	14	30%	
Reading	4	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Reading	4	McFee	ES8	White	8	71%	6	75%	*	5	63%	*	3	38%	
Reading	4	McFee	ES8	Two or More	3	71%	2	67%	*	1	33%	*	0	0%	
Reading	4	McFee	ES8	Eco. Dis.	145	77%	116	80%	53%	81	56%	18%	30	21%	
Reading	4	McFee	ES8	EB	76	70%	55	72%	43%	35	46%	*	5	7%	
Reading	4	McFee	ES8	At-Risk	83	71%	61	73%	47%	42	51%	17%	17	20%	
Reading	4	McFee	ES8	SPED	35	42%	16	46%	*	8	23%	*	3	9%	
Reading	5	McFee	ES8	All	151	69%	112	74%	50%	80	53%	20%	35	23%	
Reading	5	McFee	ES8	Hispanic	86	68%	61	71%	47%	43	50%	15%	15	17%	
Reading	5	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Reading	5	McFee	ES8	Asian	4	100%	4	100%	100%	4	100%	*	2	50%	
Reading	5	McFee	ES8	African Am.	47	67%	33	70%	49%	24	51%	26%	14	30%	
Reading	5	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Reading	5	McFee	ES8	White	8	*	8	100%	*	5	63%	*	2	25%	
Reading	5	McFee	ES8	Two or More	6	89%	6	100%	67%	4	67%	*	2	33%	
Reading	5	McFee	ES8	Eco. Dis.	120	68%	85	71%	46%	59	49%	19%	26	22%	
Reading	5	McFee	ES8	EB	59	67%	41	69%	43%	27	46%	*	5	8%	
Reading	5	McFee	ES8	At-Risk	106	62%	69	65%	40%	46	43%	12%	16	15%	
Reading	5	McFee	ES8	SPED	34	35%	13	38%	*	5	15%	*	2	6%	
Math	3	McFee	ES8	All	138	76%	112	81%	44%	67	49%	14%	25	18%	
Math	3	McFee	ES8	Hispanic	74	79%	61	82%	49%	38	51%	13%	12	16%	
Math	3	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Math	3	McFee	ES8	Asian	6	*	6	100%	*	5	83%	*	3	50%	
Math	3	McFee	ES8	African Am.	45	69%	32	71%	33%	16	36%	10%	6	13%	
Math	3	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Math	3	McFee	ES8	White	8	100%	8	100%	*	5	63%	*	3	38%	
Math	3	McFee	ES8	Two or More	5	*	5	100%	*	3	60%	*	1	20%	
Math	3	McFee	ES8	Eco. Dis.	108	76%	85	79%	43%	50	46%	14%	18	17%	

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Math	3	McFee	ES8	EB	58	72%	44	76%	38%	24	41%	*	5	9%
Math	3	McFee	ES8	At-Risk	61	74%	47	77%	44%	29	48%	12%	9	15%
Math	3	McFee	ES8	SPED	31	64%	21	68%	*	10	32%	*	5	16%
Math	3	McFee	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	McFee	ES8	High Focus	120	76%	95	79%	43%	55	46%	14%	20	17%
Math	4	McFee	ES8	All	171	58%	111	65%	31%	63	37%	15%	31	18%
Math	4	McFee	ES8	Hispanic	110	66%	76	69%	36%	43	39%	16%	21	19%
Math	4	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	McFee	ES8	Asian	3	*	3	100%	*	3	100%	*	1	33%
Math	4	McFee	ES8	African Am.	47	42%	21	45%	18%	10	21%	*	5	11%
Math	4	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	McFee	ES8	White	8	*	8	100%	*	5	63%	*	3	38%
Math	4	McFee	ES8	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	4	McFee	ES8	Eco. Dis.	145	58%	88	61%	33%	52	36%	15%	26	18%
Math	4	McFee	ES8	EB	76	38%	31	41%	*	10	13%	*	0	0%
Math	4	McFee	ES8	At-Risk	83	54%	47	57%	23%	22	27%	9%	10	12%
Math	4	McFee	ES8	SPED	35	29%	11	31%	21%	8	23%	*	4	11%
Math	5	McFee	ES8	All	151	68%	109	72%	33%	56	37%	15%	30	20%
Math	5	McFee	ES8	Hispanic	86	68%	61	71%	28%	27	31%	16%	16	19%
Math	5	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	McFee	ES8	Asian	4	100%	4	100%	100%	4	100%	*	2	50%
Math	5	McFee	ES8	African Am.	47	60%	30	64%	33%	17	36%	12%	7	15%
Math	5	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	McFee	ES8	White	8	*	8	100%	*	5	63%	*	3	38%
Math	5	McFee	ES8	Two or More	6	88%	6	100%	*	3	50%	*	2	33%
Math	5	McFee	ES8	Eco. Dis.	120	68%	85	71%	30%	40	33%	15%	22	18%
Math	5	McFee	ES8	EB	59	65%	40	68%	28%	18	31%	11%	8	14%
Math	5	McFee	ES8	At-Risk	106	61%	68	64%	22%	27	25%	10%	14	13%
Math	5	McFee	ES8	SPED	34	32%	12	35%	*	6	18%	*	3	9%
Science	5	McFee	ES8	All	151	54%	90	60%	20%	37	25%	6%	15	10%
Science	5	McFee	ES8	Hispanic	86	54%	49	57%	15%	15	17%	*	5	6%
Science	5	McFee	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	McFee	ES8	Asian	4	*	4	100%	*	3	75%	*	1	25%
Science	5	McFee	ES8	African Am.	47	49%	24	51%	21%	11	23%	*	5	11%
Science	5	McFee	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	McFee	ES8	White	8	*	8	100%	*	5	63%	*	3	38%
Science	5	McFee	ES8	Two or More	6	67%	6	83%	*	3	50%	*	1	17%
Science	5	McFee	ES8	Eco. Dis.	120	50%	54	53%	18%	25	21%	6%	11	9%
Science	5	McFee	ES8	EB	59	57%	35	59%	13%	9	15%	*	5	8%
Science	5	McFee	ES8	At-Risk	106	47%	53	50%	14%	18	17%	*	5	5%
Science	5	McFee	ES8	SPED	34	26%	10	29%	*	5	15%	*	3	9%

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:
 - 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.