

Cypress-Fairbanks Independent School District

Metcalf Elementary School

2025-2026

Mission Statement

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

Vision

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

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: Enhancing first instruction through multimodal learning with a focus on student discourse and data-driven small-groups on all content and grade levels. Targeting specific TEKS needed and addressing them in planned small group instruction in 2nd-5th grade all content. Strengthening small group instruction in K/1 using the current data to plan the instruction and providing small group resources to use. Ensuring rotations are purposeful and have an exit ticket to ensure learning took place. Providing extra practice in the area of phonemic awareness in K/1. Building content vocabulary in 2nd-5th grades to address specific needs of our EB learners.</p> <p>Strategy: Teachers will work out the problems and or answer questions prior to planning to understand what any misconceptions would be and address them during first time instruction and student discourse. Teachers will collaborate and plan out higher level questions and open ended questions during the lesson and student discourse. Teachers will use STAAR like questions to build testing verbiage. Backward planning during planning so that there is common vocabulary used.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Enhancing first time instruction through multimodal learning with a focus on student discourse and data-driven small-groups on all content and grade levels. Targeting specific TEKS needed and addressing them in planned small group instruction in 2nd-5th grade all content. Strengthening small group instruction in K/1 using the current data to plan the instruction and providing small group resources to use. Ensuring rotations are purposeful and have an exit ticket to ensure learning took place. Providing extra practice in the area of phonemic awareness in K/1. Building content vocabulary in 2nd-5th grades to address specific needs of our EB learners.</p> <p>Strategy: Math teachers will understand differentiation by collaborating during planning to plan small group and how to adjust a lesson based on the student responses. ISs and teachers will work together to create added spiraling activities based on the students' needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Enhancing first time instruction through multimodal learning with a focus on student discourse and data-driven small-groups on all content and grade levels. Targeting specific TEKS needed and addressing them in planned small group instruction in 2nd-5th grade all content. Strengthening small group instruction in K/1 using the current data to plan the instruction and providing small group resources to use. Ensuring rotations are purposeful and have an exit ticket to ensure learning took place. Providing extra practice in the area of phonemic awareness in K/1. Building content vocabulary in 2nd-5th grades to address specific needs of our EB learners.</p> <p>Strategy: ISs and teachers will collaborate in primary grades to plan practice for phonemic awareness in rotations and direct instruction in small groups. ISs and teachers will discuss sentence stems to use for student discourse, discuss higher level questions and open ended questions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, IS, AP, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

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: 4th and 5th grade choir, winter musical, Destination Imagination, Davinci Day, Author Visits, Science Night, Multicultural Night, Spelling Bee, Trick or Trunk with Kahla Middle School, GT Showcase at Langham Creek High School, and Movie Family Night.</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

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: 1. Substitutes for the following: extended planning and data analysis during data digs. 2. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing based student data, analyze to determine what areas need re-teaching using planned exit tickets, and to share best strategies to increase student learning and academic performance. 3. Use got it jot it paper to support students problem solving, anchor charts planned out during planning and made with students, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds used) 4. Additional content supplies for literacy and math/science materials which include manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning. 5. Stickers, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior. 6. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom . 7. Teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth using title I or compensatory funds. 7. Content Interventionist will allow for interventions to be more strategic and focus on students progress. 8. STAAR snacks and STAAR supplies will be used. 9. SIBME will be used to increase the capacity of our instructional team to coach our teachers to build on effective first instruction. 10. We climb walks will be used to monitor the classroom instruction, environment and teaching practices. 11. Consistent practices from PK-5th such as learning objectives planned and up in classrooms in the same place, schedules are posted for students to see and teachers can pace their teaching to be on schedule, the use of monitoring notebooks for all content areas, data walls in all classrooms, and students monitor their progress with goal setting folders. 12. The Behavior Specialist will work with students who are at-risk behaviorally and identified on PBIS Tier system. The behavior coach will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Student discourse with accountable talk using stems is being used to increase the content engagement amongst students in all grade levels. Teachers will monitor for any misconceptions and address by giving feedback.</p> <p>Strategy's Expected Result/Impact: Students will increase their problem solving skills during discourse. Teachers will address misconceptions through feedback.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
<p>Strategy 8: Improving Student Engagement: Students have goal setting folders to track their data. Incentives are celebrated for growth per student and class data. Incentives are in place for ST Math and AMIRA so that students are engaged in their growth.</p> <p>Strategy's Expected Result/Impact: Students will be able to monitor their own growth and class growth. Celebrations for growth will add to engagement and confidence. Students will add to their class incentives for ST Math and AMIRA. Bulletin boards will show the class progress.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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 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: K-2 will use structured literacy groups and comprehension groups to increase their RIT scores by at least 1% Strategy's Expected Result/Impact: Students in K-2 will be at grade level reading or above to ensure a strong foundation for 3-5 grades Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs, Principal	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 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: Students in grades 1-3 that did not meet the end of the year RIT score will participate in intervention that is based on building the foundations of their phonemic awareness and comprehension level.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs, Principal</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 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: Students in grades 4-5 that did not meet approaches on STAAR will be monitored in intervention by tracking the TEKS mastered during intervention. In addition, independent practice is tracked by TEK to address any intervention area needed.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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 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: Teachers in K-2 will focus on first-time instruction by discussing any misconceptions of math strategies during planning, focusing on math vocabulary and math daily data to plan intervention needed.</p> <p>Strategy's Expected Result/Impact: Students in K-2 will meet or exceed 1% increase on MAP by increasing strategies used during independent work and teachers monitoring student discourse.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, APS, Principal</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 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Safety:The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: The teachers will be prepared for emergencies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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 95% 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 95% or above for overall attendance rate. Incentives: Every day a class has 100% attendance, they earn a letter to spell TEAM that goes with our theme. Once they spell the word, the class earns a reward of the teacher's choosing. Every 9 weeks, students with perfect attendance get their name in a drawing for a prize given during their lunchtime. Students will be recognized in their classrooms for perfect attendance each 9 weeks with an award. A display of grade level attendance is in the cafe so that students can see the grade level with the best attendance. We also have this displayed in the front office for parents to view.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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) Monitoring PBIS Committee meets to discuss students with attendance concerns. The committee will look at the spreadsheet with students that have multiple absences and come up with an action plan.</p> <p>Strategy's Expected Result/Impact: 96.7% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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. We will utilize Class Meetings and Social Skills. We will provide social skills lessons and increase check-ins with students.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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. Morning Meetings, Counseling Activities, Social Skill lessons during morning meetings</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselor At Risk Interventionist</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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
	 Accomplished			
<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 by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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, 100% of teachers will receive job targeted professional development based on identified needs. The trainings will be provided by district coaches

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

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: Bite size PD will be offered before/after school, during planning based on collaborative planning discussions over data. Math and Science IS and teachers will attend New Science TEKS Webinar: Math/Science IS and teachers will come away with strategies, ideas, and examples to implement in the classroom based on the new Science TEKS</p> <p>Strategy's Expected Result/Impact: Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: Facebook and X are now available for parents to join. We have created QR codes at parent events and in the front office to join social media.</p> <p>Strategy's Expected Result/Impact: Teachers are encouraged to post student engagement in classrooms, instructional practices, celebrations etc. We are encouraging parents to join social media to be more aware what learning is happening in the classroom.</p> <p>Staff Responsible for Monitoring: BI, ISs, APs, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: Metcalf will use multiple means of communication such as but not limited to newsletters on our webpage, announcements on our marque, Facebook, Remind, School Messenger, and X.</p> <p>Strategy's Expected Result/Impact: This will allow for parents and the community to view information at different modes of social media and thus reaching more of our parents and community.</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: We have several opportunities for parents to connect with the school in different ways such as weekly lunch visits, scheduled picnics, field days, musical events, Science night, Multicultural night, Family movie night, breakfast with parents, Meet the teacher, and Open house.</p> <p>Strategy's Expected Result/Impact: Parents are more connected with the school and have the opportunity to interact with staff in a learning and or social environment.</p> <p>Staff Responsible for Monitoring: APs, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Monthly newsletters will be shared via School Messenger and shared on social media from the leadership team and weekly from classroom teachers.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of upcoming activities such as tests and events. Parents will have the chance to read information from the Instructional Specialists, Behavior Interventionist, Assistant Principals, Counselor, and Principal</p> <p>Staff Responsible for Monitoring: Behavior Interventionist, ISs, Counselor, APS, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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
Principal	Linda Montemayor	Principal (there is only one principal)
Teacher #1	Kevin Ramirez	Teacher #1
Teacher #2	Donna Hunzeker	Teacher #2
Teacher #3	Gretisz Benitez	Teacher #3
Teacher #4	Stephanie Gavilan	Teacher #4
Teacher #5	Onica Harris	Teacher #5
Teacher #6	Lisa Hughes	Teacher #6
Teacher #7	Adriane Russell	Teacher #7
Teacher #8	Aaminah Iqbal	Teacher #8
Other School Leader (Nonteaching Professional) #1	Tressia Thompson	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Megan Martin	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Jessica Salinas	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Carolyn Bailey	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Barbara Cruz	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Judith Wilson	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) 2	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
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus Metcalf

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	38%	41%	44%	47%	50%
Masters Grade Level	15%	18%	21%	24%	27%

2025-26	Target Check
82%	Met District Strategic Target
60%	Met District Strategic Target
18%	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	50%	52%			
African Am.	44%	46%			
Hispanic	46%	48%			
Eco. Dis.	46%	48%			
EB	21%	23%			
SPED	27%	29%			
Highly Mobile	0%	2%			
High Focus	47%	49%			

2025-26	Target Check
61%	Met Reading Board Outcome Target
62%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
61%	Met Reading Board Outcome Target
38%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
60%	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	32%	34%			
African Am.	33%	35%			
Hispanic	25%	27%			
Eco. Dis.	30%	32%			
EB	16%	18%			
SPED	15%	17%			
Highly Mobile	0%	2%			
High Focus	31%	33%			

2025-26	Target Check
64%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
97%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
60%	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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Metcalf	ES8	All	130	78%	114	88%	50%	79	61%	18%	25	19%
Reading	3	Metcalf	ES8	Hispanic	86	79%	73	85%	46%	52	60%	15%	16	19%
Reading	3	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Metcalf	ES8	Asian	11	70%	10	91%	60%	7	64%	*	3	27%
Reading	3	Metcalf	ES8	African Am.	26	78%	24	92%	44%	16	62%	*	5	19%
Reading	3	Metcalf	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Metcalf	ES8	White	4	100%	4	100%	86%	4	100%	*	1	25%
Reading	3	Metcalf	ES8	Two or More	3	*	3	100%	*	0	0%	*	0	0%
Reading	3	Metcalf	ES8	Eco. Dis.	97	77%	78	80%	46%	58	60%	18%	18	19%
Reading	3	Metcalf	ES8	EB	59	65%	48	81%	21%	36	61%	*	11	19%
Reading	3	Metcalf	ES8	At-Risk	63	71%	51	81%	40%	38	60%	8%	12	19%
Reading	3	Metcalf	ES8	SPED	8	50%	6	75%	27%	3	38%	*	1	13%
Reading	3	Metcalf	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Metcalf	ES8	High Focus	112	77%	95	85%	47%	67	60%	17%	20	18%
Reading	4	Metcalf	ES8	All	136	75%	110	81%	45%	82	60%	18%	26	19%
Reading	4	Metcalf	ES8	Hispanic	87	73%	71	82%	41%	52	60%	16%	16	18%
Reading	4	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Metcalf	ES8	Asian	9	78%	7	78%	67%	7	78%	*	2	22%
Reading	4	Metcalf	ES8	African Am.	25	76%	19	76%	48%	15	60%	24%	4	16%
Reading	4	Metcalf	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Metcalf	ES8	White	7	*	6	86%	*	4	57%	*	2	29%
Reading	4	Metcalf	ES8	Two or More	8	*	7	88%	*	4	50%	*	2	25%
Reading	4	Metcalf	ES8	Eco. Dis.	103	77%	88	85%	44%	62	60%	17%	19	18%
Reading	4	Metcalf	ES8	EB	59	70%	48	81%	38%	35	59%	*	11	19%
Reading	4	Metcalf	ES8	At-Risk	67	69%	55	82%	39%	42	63%	13%	12	18%
Reading	4	Metcalf	ES8	SPED	29	47%	21	72%	*	10	34%	*	3	10%
Reading	5	Metcalf	ES8	All	120	65%	97	81%	48%	72	60%	25%	22	18%
Reading	5	Metcalf	ES8	Hispanic	82	68%	65	79%	49%	49	60%	25%	15	18%
Reading	5	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Metcalf	ES8	Asian	7	90%	6	86%	70%	5	71%	60%	1	14%
Reading	5	Metcalf	ES8	African Am.	22	50%	18	82%	39%	13	59%	*	4	18%
Reading	5	Metcalf	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Metcalf	ES8	White	6	64%	5	83%	55%	3	50%	*	1	17%
Reading	5	Metcalf	ES8	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Reading	5	Metcalf	ES8	Eco. Dis.	78	63%	62	79%	45%	47	60%	22%	15	19%
Reading	5	Metcalf	ES8	EB	53	47%	42	79%	28%	32	60%	16%	10	19%
Reading	5	Metcalf	ES8	At-Risk	85	56%	68	80%	39%	51	60%	20%	16	19%
Reading	5	Metcalf	ES8	SPED	24	33%	17	71%	*	10	42%	*	3	13%
Math	3	Metcalf	ES8	All	130	60%	105	81%	32%	83	64%	14%	25	19%
Math	3	Metcalf	ES8	Hispanic	86	57%	69	80%	25%	49	97%	12%	16	19%
Math	3	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Metcalf	ES8	Asian	11	80%	9	82%	50%	6	55%	*	2	18%
Math	3	Metcalf	ES8	African Am.	26	48%	21	81%	33%	15	58%	19%	5	19%
Math	3	Metcalf	ES8	Pac. Islander	0	*	0	*	*	9	*	*	0	*
Math	3	Metcalf	ES8	White	4	100%	3	75%	71%	2	50%	*	1	25%
Math	3	Metcalf	ES8	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	3	Metcalf	ES8	Eco. Dis.	97	58%	78	80%	30%	58	60%	13%	18	19%

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	Metcalf	ES8	EB	59	49%	47	80%	16%	35	59%	*	11	19%
Math	3	Metcalf	ES8	At-Risk	63	53%	48	76%	26%	38	60%	9%	12	19%
Math	3	Metcalf	ES8	SPED	8	19%	5	63%	*	4	50%	*	1	13%
Math	3	Metcalf	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Metcalf	ES8	High Focus	112	59%	90	80%	31%	67	60%	14%	20	18%
Math	4	Metcalf	ES8	All	136	54%	111	82%	29%	82	60%	10%	25	18%
Math	4	Metcalf	ES8	Hispanic	87	49%	70	80%	27%	52	60%	8%	14	16%
Math	4	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Metcalf	ES8	Asian	9	88%	8	89%	63%	7	78%	*	2	22%
Math	4	Metcalf	ES8	African Am.	25	57%	20	80%	24%	15	60%	*	5	20%
Math	4	Metcalf	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Metcalf	ES8	White	7	*	6	86%	*	4	57%	*	2	29%
Math	4	Metcalf	ES8	Two or More	8	*	7	88%	*	4	50%	*	2	25%
Math	4	Metcalf	ES8	Eco. Dis.	103	54%	82	80%	30%	62	60%	9%	17	17%
Math	4	Metcalf	ES8	EB	59	51%	48	81%	26%	35	59%	*	11	19%
Math	4	Metcalf	ES8	At-Risk	67	47%	54	81%	23%	40	60%	9%	12	18%
Math	4	Metcalf	ES8	SPED	29	*	22	76%	*	15	52%	*	4	14%
Math	5	Metcalf	ES8	All	120	56%	98	82%	34%	72	60%	16%	23	19%
Math	5	Metcalf	ES8	Hispanic	82	59%	66	80%	31%	49	60%	9%	15	18%
Math	5	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Metcalf	ES8	Asian	7	90%	6	86%	70%	5	71%	50%	2	29%
Math	5	Metcalf	ES8	African Am.	22	46%	18	82%	27%	13	59%	16%	4	18%
Math	5	Metcalf	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Metcalf	ES8	White	6	45%	5	83%	45%	3	50%	*	1	17%
Math	5	Metcalf	ES8	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Metcalf	ES8	Eco. Dis.	78	54%	62	79%	31%	41	53%	14%	14	18%
Math	5	Metcalf	ES8	EB	53	42%	42	79%	19%	31	58%	*	10	19%
Math	5	Metcalf	ES8	At-Risk	85	45%	68	80%	23%	51	60%	12%	15	18%
Math	5	Metcalf	ES8	SPED	24	*	17	71%	*	9	38%	*	3	13%
Science	5	Metcalf	ES8	All	120	51%	95	79%	22%	67	56%	9%	19	16%
Science	5	Metcalf	ES8	Hispanic	82	57%	65	79%	19%	45	55%	*	13	16%
Science	5	Metcalf	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Metcalf	ES8	Asian	7	70%	6	86%	60%	5	71%	*	1	14%
Science	5	Metcalf	ES8	African Am.	22	31%	16	73%	14%	13	59%	*	3	14%
Science	5	Metcalf	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Metcalf	ES8	White	6	64%	5	83%	45%	3	50%	*	1	17%
Science	5	Metcalf	ES8	Two or More	3	*	3	100%	*	1	33%	*	1	33%
Science	5	Metcalf	ES8	Eco. Dis.	78	48%	62	79%	18%	42	54%	7%	11	14%
Science	5	Metcalf	ES8	EB	53	40%	42	79%	14%	29	55%	*	7	13%
Science	5	Metcalf	ES8	At-Risk	85	42%	67	79%	14%	46	54%	7%	12	14%
Science	5	Metcalf	ES8	SPED	24	*	18	75%	*	10	42%	*	3	13%

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.