Cypress-Fairbanks Independent School District

McGown Elementary School

2025-2026

Accountability Rating: A

Distinction Designation
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

From the center of the Earth to the top of the sky, our McGown Owls are inspired, equipped, and empowered by their belief in their potential to lead our world in changing the future!

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

McGown Elementary is a new elementary campus, opening in the 2022-2023 school year, made up of 1,104 students, 570 boys and 534 girls. 206 students receive ESL services, and 126 students receive special education supports. McGown serves 10% of our student population free/reduced meals. Our demographic breakdown is as follows:

- 33% White
- 31% Asian
- 19% Hispanic
- 10% African American
- 8% Mixed Race

Demographics Strengths

Our campus enjoys a diverse population, and we celebrate students from all backgrounds and cultures. We are one of only four campuses in CFISD to offer a Spanish action-based learning lab as a part of our specials rotation, and we will celebrate in the Spring with a Spanish Festival. We also serve 141 GT students in the Horizons program and will celebrate in a vertically aligned GT showcase in the Spring with Bridgeland High School.

Student Achievement

Student Achievement Strengths

- Our campus received an overall letter grade of A for our 2024-25 accountability rating.
- Three distinctions were earned for Academic Achievement in Science, Postsecondary Readiness, and top 25%: comparative closing the gaps.
- Fifth grade had over 50% mastery for all three tested content areas.
- Fifth grade science scored 1st in Cluster One at both the Approaches level and the Meets level, and 2nd at the Masters level.
- Third, fourth, and fifth grade had over 50% mastery in RLA, scoring 1st, 2nd, and 1st respectfully, among Cluster One at the Meets level, and 2nd, 2nd, and 3rd respectfully, among Cluster One at the Masters level.
- Third grade math scored 2nd among Cluster One at the Masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Students in special education at both 4th and 5th grades did not score as well in reading as their test scores reflected from the prior school year at the Approaches performance level.
Root Cause: Instructional Focus Root Cause #1: Teachers are not differentiating lesson plans adequately enough to meet the varying instructional needs of their students, most notably as it relates to students with special needs.

Problem Statement 2: Instructional Focus Problem #2: Fourth grade math scores have dropped from 2024 in all three performance levels, Approaches, Meets, and Masters.
Root Cause: Instructional Focus Root Cause #2: Teachers are not differentiating lesson plans adequately enough to meet the varying instructional needs of their students.

Problem Statement 3: Instructional Focus Problem #3:
Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Strengths

McGown Elementary is a 212 campus. Students understand that when water is 111 degrees, it is very hot, but when it is 212 degrees, it boils and can power a train. Our kids know to always give that extra degree of effort in all that we do. Our PBIS matrix is WISE. The "E" stands for Effort, and McGown Owls know that effort means giving 212 effort.

McGown Elementary believes in reaching ALL children where they are. We empower students to be in charge of their own learning and to set goals for themselves that demonstrate continuous growth. Our teachers believe "All kids" are "Our kids", and we support each other in ensuring all McGown Owls are making growth each year. As a staff, we model for our students what 212 effort looks like for adults, and in doing so, we are supporting our Owls in always reaching their potential. While we live a 212 mindset everyday, we celebrate 212 Tuesdays and of course, February 12, 212 Day!

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are not always able to problem-solve for themselves, seeking instead for solutions to be handed to them from adults.
Root Cause: Students fear being wrong and need additional support and encouragement to be appropriate problem-solvers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

As a growing campus, McGown Elementary continues to hire staff throughout the year. Each new teacher is assigned a mentor, and each new transfer teacher is assigned a buddy. In addition, we support the growth of our paraprofessionals by working with ACP programs so that program requirements, observations, internships, and student teaching assignments are met. Two teacher leaders support these efforts by serving as the Lead Mentors for the campus, providing professional development and guidance throughout the year. The following are strengths of the campus in regard to staff quality, recruitment, and retention. Staff attendance is strong, with the first nine weeks' perfect attendance rate steadily increasing (31 teachers and staff had perfect attendance the first 9-weeks, an increase from 16 in 2022-23 and 29 in 2023-24).

According to our 24-25 Employee Perception Survey, teachers believe that opportunities for professional growth are available. Our campus works hard to develop our teacher leaders through various growth initiatives. All teachers are provided the opportunity to serve as team leaders, committee chairs, or lead professional development sessions at the beginning of the year or during our February PD day. Additionally, through an application process, 9 teachers attended a year-long leadership academy, which resulted in leadership promotions for two of our McGown teachers to 1) Instructional Specialist, and 2) Counselor.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Professional development options for staff do not always match personal professional goals.
Root Cause: Teachers and staff prioritize compliance courses and required training as opposed to professional development focused on personal growth goals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Based on beginning of year assessment, most students are performing at high levels . We will continue to differentiate instruction to meet the needs of all learners so that all students make incremental growth this year.

Family and Community Engagement

Family and Community Engagement Strengths

We have many, many VIPS, library volunteers, and Watch Dog Dads who volunteer their time at McGown. We also have numerous activities that bring in parents and the community to our school. We have a week-long career week that allows parents and community members to share about their profession during small group student rotations. Additionally, each grade level has a parent engagement grade level event during the school day (ie. Pre-K K.I.S.S., Kindergarten Literacy Luau, 1st Grade Pumpkin Palooza, 2nd Grade Snow to the World, 3rd Grade Vocabulary Promenade, 4th Grade Texas Hat Parade, and 5th Grade Wax Museum). Kindergarten, 2nd, and 4th grade all perform musicals during evening performances. All grade levels enjoy participating in field day events during the day. On a Saturday, we hold our Family Hoot Harvest Dash, in preparation for the Superintendent's Fun Run. Also on a Saturday, we have a community-wide event called the Beauty of McGown, which celebrates the rich diversity of our campus. Veterans and their guests are invited to our school-wide Veterans Day Celebration each November, and finally, we invite all families to attend our drive-through caroling event, Candy Cane Lane, in December. During the spring semester, we celebrate various student groups. We have a campus GT Showcase, the Honor Choir Showcase, Owlette Dance team show-off, and a school-wide art festival to celebrate the end of the year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Some parents are intimidated to volunteer for events on our campus or serve in leadership roles.
Root Cause: Our campus events are quite large to accommodate the large student enrollment we enjoy, and parents have reported that serving in leadership roles can be overwhelming.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			

Strategy 1: Instructional Focus: We will strengthen Tier 1 instruction with an emphasis on differentiation strategies.
 	
Strategy: Teachers will increase the rigor of cognitive thinking by planning intentional opportunities for turn and talk, think/Pair/Share, and natural content-rich discourse. Teachers will plan for a variety of question-types, while also planning for questions at the higher cognitive levels, such as analysis, synthesis, and evaluation, fostering critical thinking. Teachers will also prioritize explicit teaching of how to answer questions, through use of question responses stems and learning to restate in response.
    Strategy's Expected Result/Impact: Students will be asking and answering questions at a higher cognitive level, impacting their overall understanding of reading comprehension.
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
	Formative			Summative

	Nov	Feb	May	June
	Moderate Progress			

Strategy 2 Details	Reviews			

Strategy 2: Instructional Focus: We will strengthen Tier 1 instruction with an emphasis on differentiation strategies.
 	
Strategy: Teachers will prioritize small group instruction to the extent that the curriculum and/or instructional model allows, focusing on the specific needs reflected in data from checkpoints and benchmarks. Teachers will also address variances in student learning strengths by providing choice in product to the extent possible (choice boards).
    Strategy's Expected Result/Impact: All students (GT, ESL, ICS) will demonstrate measured progress at all levels (approaches, meets, and masters).
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
	Formative			Summative

	Nov	Feb	May	June
	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: We will strengthen Tier 1 instruction with an emphasis on differentiation strategies.	**Formative**			**Summative**
Strategy: We will improve the quality of instructional planning by emphasizing vertical alignment initiatives across grade levels, such as a common structure for writing ECRs, a new color coded POP activity developed by the ELAR IS, monitoring notebook usage supported by the Math IS, and by applying methods learned from math consultant, Garland Linkenhoger. **Strategy's Expected Result/Impact:** Alignment of instructional language and curricular initiatives across grade levels will increase continuity and result in increases in student performance. **Staff Responsible for Monitoring:** ISs, APs, and Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

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

Strategy 5 Details	Reviews			
Strategy 5: Improving Student Engagement: Teachers will increase student engagement by planning for authentic immersive learning experiences that provide for real-world learning (ie. Career Week activities, 3rd grade poetry cafe, 4th grade "surgical" math reviews, 5th grade American History podcasts to share with Sprague MS American History classes, hands-on garden activities that reinforce science concepts, and pen pals with other classes/schools).	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Authentic learning experiences with real-world application will increase student engagement and result in long-term memory of new content. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Improving Student Engagement: We will prioritize fundraising dollars to provide field trip experiences that enhance student learning and provide for real-world application (ie. 5th grade trip to the Houston Symphony, 4th grade trip to the museum, 3rd grade trip to Nature Trails and a Cy-Ranch theater production, 2nd grade trip to Blessington Farms, 1st grade trip to the interactive aquarium, and Kindergarten trip to Dew Berry Farms).	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Field trips bring learning out of the classroom and form the connection between knowledge and application, increasing student interest and engagement. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Princiipal	Moderate Progress			

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: Teachers will incorporate additional opportunities for oral language discourse, rooted in use of explicitly taught sentence response stems. **Strategy's Expected Result/Impact:** Increased oral language promotes improvement in reading vocabulary, comprehension, and the ability to process complex sentences. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
				Moderate Progress			
Strategy 2 Details				Reviews			
Strategy 2: Teachers will provide increased opportunities for AMIRA personalized reading support, providing for practice in fluency and comprehension for at least 30 minutes per week for students who are not on target for grade level growth. **Strategy's Expected Result/Impact:** AMIRA usage directly impacts MAP growth. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
				Considerable			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: AMIRA Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will incorporate additional opportunities for scaffolded reteach with individuals, small groups, and whole group, guided by data reflected in checkpoints and benchmarks.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will have a stronger foundation and solidification of prerequisite skills needed to be successful on more challenging texts. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide increased opportunities for AMIRA personalized reading support, providing for practice in fluency and comprehension for at least 30 minutes per week for students who are not on target for grade level growth.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: AMIRA usage directly impacts MAP growth. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal		Considerable			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: AMIRA Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will engage in individual goal-setting with each student, followed up with ongoing targeted conversations, reflections, and plans for continuous intervention and growth.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Student autonomy and ownership of personal growth **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide increased opportunities for AMIRA personalized reading support, providing for practice in fluency and comprehension for at least 30 minutes per week for students who are not on target for grade level growth.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: AMIRA usage directly impacts reading comprehension growth. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal		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			
Strategy 1: By the end of the school year, students will complete 1,500 puzzles in STmath at their individual instructional levels. Progress will be tracked at the individual level, class, and grade level and celebrated incrementally.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased understanding of spiraled concepts that directly impact understanding of more challenging TEKS. **Staff Responsible for Monitoring:** Teachers, ISs, APs, and Principal	Considerable			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Considerable			
Strategy 2 Details	**Reviews**			
Strategy 2: McGown Student Safety Patrol members monitor student movement throughout the hallways during arrival and dismissal.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Calmer and safer movement during arrival and dismissal **Staff Responsible for Monitoring:** Safety Patrol Committee Lead, arrival and dismissal staff on duty, and campus admin.	Moderate Progress			
Strategy 3 Details	**Reviews**			
Strategy 3: Watch D.O.G. Dads conduct additional interior and exterior door checks throughout the day as part of their daily schedule (Tuesday through Thursdays).	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Doors are always locked and secure. **Staff Responsible for Monitoring:** Watch D.O.G. Lead and campus admin.	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: We will implement weekly Door Heroes who have been caught closing an interior/exterior door, ensuring safety and security. 　　**Strategy's Expected Result/Impact:** Doors are always locked and secure. 　　**Staff Responsible for Monitoring:** All campus staff	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

No Progress　　　Accomplished　　　Continue/Modify　　　Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: We will implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences):	**Formative**			**Summative**
1. We will implement an attendance committee that helps analyze attendance data and create student incentives. 2. Attendance plans will be created for students with inconsistent attendance patterns. 3. The principal will release a parent video in August explaining the importance of daily attendance. 4. Grade levels with the highest percentage of days present each week will be announced on Fridays during morning announcements. 5. Posters in the cafeteria reflect grade levels in first and second place each week with highest attendance percentages. 6. Students will be recognized through various Spotted Owl Attendance incentives and awards	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Attendance Committee, APs, and Principal	Moderate Progress			

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details				Reviews			
Strategy 1: -Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. - Our PBIS Leadership team will facilitate different schoolwide events and contests to help keep our campus safe. We will partner with Bridgeland and Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our At-Risk students. We are also implementing HUGS Buddies, as teacher mentors. All brand new students to McGown are assigned a Nest Navigator (buddy) to ensure they have a friend throughout their first week. **Strategy's Expected Result/Impact:** Violent incidents will be at 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors , Teachers				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
				Considerable			

Strategy 2 Details				Reviews			

Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.
 - We have our PBIS Matrix (WISE) in place to meet the needs of our current population:
   - Willpower
   - Integrity
   - Safe
   - Effort
 	
 - We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.
 Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
 Staff Responsible for Monitoring: Assistant Principals, Teachers, and PBIS Leadership Team
				Formative			**Summative**

				Nov	**Feb**	**May**	**June**
				Considerable			

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

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

Strategy 5 Details		Reviews			
Strategy 5: As the only 212 Elementary campus, the 212 leadership committee will continue to drive the culture of the campus, steeped in the 212 philosophy of effort resulting in continuous growth. A 212 assembly will kick off the year for each grade level during lunches. 212 effort will be recognized each Tuesday on morning announcements. February 2 (212 day) will highlight effort and impact on our community as a school-wide celebration.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: All students can communicate what it means to give 212 effort. Effort impacts growth and will be obvious in student achievement, student relationships, personal character, and service to others. **Staff Responsible for Monitoring:** 212 Leadership Committee, campus admin.		Considerable			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance:	**Formative**			**Summative**
- Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks, as well as exemplary attendance at the semester mark.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Administrative Team	Moderate Progress			
	No Progress⭕ Accomplished⭕ ➡️ Continue/Modify ❌ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development:	**Formative**			**Summative**
- Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser.	**Nov**	**Feb**	**May**	**June**
- Teachers will attend professional development within and outside the District, based on their goals set with appraiser. - Teachers have identified key areas for growth and will participate in peer-led choice PD sessions during the February professional development day. - Teachers participated in summer grade level planning to prepare for the year. - Math teachers are participating in planning with Garland Linkenhoger Consulting to increase capacity in the areas of number sense and problem solving. - Some teachers participated in the Digital Learning Conference to hone skills in technology integration and innovation. **Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers	Considerable			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Improving Social Media Presence: Each grade level will create a designated Instagram to share with parents, as opposed to individual teacher pages.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased social media presence **Staff Responsible for Monitoring:** Grade Level Team Leaders, campus admin.		Nov	Feb	May	June
		Moderate Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Improving Social Media Presence: We will establish a Tik-Tok account and will publish content in the form of videos to highlight everyday happenings and celebrations at McGown.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased social media presence **Staff Responsible for Monitoring:** Grade Level Team Leaders, campus admin.		Nov	Feb	May	June
		Considerable			
Strategy 3 Details		**Reviews**			
Strategy 3: Improving Parent and Community Engagement: We will restructure VIPS liaison positions to make leadership responsibilities more manageable, in an effort to garner additional parents willing to serve.		**Formative**			**Summative**
Strategy's Expected Result/Impact: A greater number of VIPS parents will be willing to serve in liaison and lead positions. **Staff Responsible for Monitoring:** AP responsible for VIPS and Principal		Nov	Feb	May	June
		Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We will plan for smaller, less intimidating events that focus on half of a grade level at a time, as opposed to as many school-wide events, utilizing outdoor spaces and/or Sprague MS's cafeteria when possible.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: More parents will attend campus events where they are adequately able to spend quality time with their child and not feel as crowded. **Staff Responsible for Monitoring:** Grade Level Team Leaders, ISs, APs, and Principal	Considerable			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	LauraAnn Novacinski	Principal
Teacher #1	Vincent Steadman	Specials Teacher
Teacher #2	Heidi Pinder	Prek Teacher
Teacher #3	Brianna Robinson	Kindergarten Teacher
Teacher #4	Allison Nordby	1st Grade Teacher
Teacher #5	Estefani Ramirez	2nd Grade Teacher
Teacher #6	Cates Immel	3rd Grade Teacher
Teacher #7	Lorraine Dorman	4th Grade Teacher
Teacher #8	Reagan Bowden	5th Grade Teacher
Teacher #9	Candace Simmons	SPED Teacher
Other School Leader (Nonteaching Professional) #1	Danielle Thomas	ELAR IS
Other School Leader (Nonteaching Professional) #2	Meagan Drilling	Primary IS
Other School Leader (Nonteaching Professional) #3	Jerri VanWunnik	Math/Sci IS
Other School Leader (Nonteaching Professional) #4	Cournette Hawkins	AP
Administrator (LEA) #1	Amanda Garrett	AP
Parent #1	Taylor Withers	Parent #1
Parent #2	Carillo Natalie	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Aurora Pisana	Lemongrove Realty
Business Representative #2	Seitz Sarah	The Enrichery

Addendums

Campus   McGown

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	95%	97%	99%	100%	100%
Meets or Above	79%	82%	85%	88%	90%
Masters Grade Level	49%	52%	55%	58%	60%

2025-26	Target Check
97%	Met District Strategic Target
85%	Met District Strategic Target
57%	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	87%	89%			
African Am.	71%	73%			
Hispanic	72%	74%			
Eco. Dis.	65%	67%			
EB	75%	77%			
SPED	52%	54%			
Highly Mobile	0%	2%			
High Focus	74%	76%			

2025-26	Target Check
89%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
73%	Did not meet Reading Target
69%	Met Reading Board Outcome Target
80%	Met Reading Board Outcome Target
53%	Did not meet Reading Target
*	Met Reading Board Outcome Target
79%	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	77%	79%			
African Am.	67%	69%			
Hispanic	65%	67%			
Eco. Dis.	53%	55%			
EB	47%	49%			
SPED	45%	47%			
Highly Mobile	0%	2%			
High Focus	58%	60%			

2025-26	Target Check
82%	Met Math Board Outcome Target
79%	Met Math Board Outcome Target
76%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
52%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
63%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	McGown	ES1	All	244	95%	238	98%	87%	218	89%	61%	155	64%
Reading	3	McGown	ES1	Hispanic	41	91%	40	98%	72%	30	73%	48%	20	49%
Reading	3	McGown	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	McGown	ES1	Asian	82	98%	80	98%	97%	80	98%	70%	58	71%
Reading	3	McGown	ES1	African Am.	28	81%	25	89%	71%	21	75%	52%	15	54%
Reading	3	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	McGown	ES1	White	68	99%	68	100%	91%	63	93%	64%	44	65%
Reading	3	McGown	ES1	Two or More	25	100%	25	100%	95%	24	96%	68%	18	72%
Reading	3	McGown	ES1	Eco. Dis.	39	82%	34	87%	65%	27	69%	38%	16	41%
Reading	3	McGown	ES1	EB	69	89%	65	94%	75%	55	80%	33%	26	38%
Reading	3	McGown	ES1	At-Risk	76	88%	71	93%	68%	56	74%	35%	30	39%
Reading	3	McGown	ES1	SPED	40	83%	35	88%	52%	21	53%	21%	9	23%
Reading	3	McGown	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	McGown	ES1	High Focus	118	89%	111	94%	74%	93	79%	40%	53	45%
Reading	4	McGown	ES1	All	240	94%	234	98%	85%	209	87%	60%	147	61%
Reading	4	McGown	ES1	Hispanic	49	98%	49	100%	90%	45	92%	53%	27	55%
Reading	4	McGown	ES1	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Reading	4	McGown	ES1	Asian	70	94%	68	97%	89%	63	90%	73%	52	74%
Reading	4	McGown	ES1	African Am.	22	88%	21	95%	76%	18	82%	48%	11	50%
Reading	4	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	McGown	ES1	White	74	93%	72	97%	83%	62	84%	57%	43	58%
Reading	4	McGown	ES1	Two or More	23	93%	22	96%	80%	19	83%	53%	13	57%
Reading	4	McGown	ES1	Eco. Dis.	33	91%	32	97%	74%	26	79%	35%	12	36%
Reading	4	McGown	ES1	EB	47	91%	46	98%	70%	35	74%	48%	23	49%
Reading	4	McGown	ES1	At-Risk	49	81%	42	86%	64%	34	69%	40%	20	41%
Reading	4	McGown	ES1	SPED	32	63%	22	69%	53%	17	53%	23%	8	25%
Reading	5	McGown	ES1	All	200	94%	194	97%	87%	176	88%	63%	131	66%
Reading	5	McGown	ES1	Hispanic	42	93%	41	98%	84%	36	86%	57%	25	60%
Reading	5	McGown	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	McGown	ES1	Asian	65	97%	64	98%	94%	62	95%	89%	59	91%
Reading	5	McGown	ES1	African Am.	25	81%	22	88%	69%	19	76%	44%	12	48%
Reading	5	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	McGown	ES1	White	55	93%	54	98%	82%	46	84%	46%	26	47%
Reading	5	McGown	ES1	Two or More	13	100%	13	100%	100%	13	100%	62%	9	69%
Reading	5	McGown	ES1	Eco. Dis.	22	81%	19	86%	77%	18	82%	58%	13	59%
Reading	5	McGown	ES1	EB	40	86%	36	90%	67%	29	73%	43%	18	45%
Reading	5	McGown	ES1	At-Risk	67	81%	58	87%	67%	48	72%	44%	30	45%
Reading	5	McGown	ES1	SPED	30	63%	20	67%	41%	13	43%	*	8	27%
Math	3	McGown	ES1	All	244	92%	236	97%	77%	200	82%	46%	121	50%
Math	3	McGown	ES1	Hispanic	41	89%	40	98%	65%	31	76%	35%	17	41%
Math	3	McGown	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	McGown	ES1	Asian	82	95%	81	99%	82%	69	84%	53%	44	54%
Math	3	McGown	ES1	African Am.	28	76%	24	86%	67%	22	79%	24%	8	29%
Math	3	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	McGown	ES1	White	68	95%	67	99%	82%	57	84%	54%	38	56%
Math	3	McGown	ES1	Two or More	25	95%	24	96%	82%	21	84%	55%	14	56%
Math	3	McGown	ES1	Eco. Dis.	39	71%	30	77%	53%	23	59%	26%	12	31%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	McGown	ES1	EB	69	86%	63	91%	47%	36	52%	14%	13	19%
Math	3	McGown	ES1	At-Risk	76	82%	66	87%	53%	44	58%	23%	21	28%
Math	3	McGown	ES1	SPED	40	79%	33	83%	45%	20	50%	21%	9	23%
Math	3	McGown	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	McGown	ES1	High Focus	118	83%	104	88%	58%	74	63%	27%	38	32%
Math	4	McGown	ES1	All	240	85%	232	97%	69%	196	82%	47%	122	51%
Math	4	McGown	ES1	Hispanic	49	85%	47	96%	63%	38	78%	35%	20	41%
Math	4	McGown	ES1	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Math	4	McGown	ES1	Asian	70	94%	69	99%	90%	64	91%	74%	53	76%
Math	4	McGown	ES1	African Am.	22	65%	21	95%	58%	17	77%	35%	9	41%
Math	4	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	McGown	ES1	White	74	84%	71	96%	60%	57	77%	34%	29	39%
Math	4	McGown	ES1	Two or More	23	87%	22	96%	53%	18	78%	40%	10	43%
Math	4	McGown	ES1	Eco. Dis.	33	74%	26	79%	43%	16	48%	30%	12	36%
Math	4	McGown	ES1	EB	47	83%	42	89%	70%	36	77%	35%	19	40%
Math	4	McGown	ES1	At-Risk	49	69%	37	76%	53%	29	59%	33%	19	39%
Math	4	McGown	ES1	SPED	32	53%	18	56%	30%	10	31%	*	8	25%
Math	5	McGown	ES1	All	200	94%	193	97%	82%	171	86%	52%	113	57%
Math	5	McGown	ES1	Hispanic	42	91%	41	98%	70%	32	76%	27%	14	33%
Math	5	McGown	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	McGown	ES1	Asian	65	99%	65	100%	94%	62	95%	85%	56	86%
Math	5	McGown	ES1	African Am.	25	75%	20	80%	75%	20	80%	44%	12	48%
Math	5	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	McGown	ES1	White	55	94%	54	98%	76%	45	82%	38%	24	44%
Math	5	McGown	ES1	Two or More	13	100%	13	100%	90%	12	92%	43%	7	54%
Math	5	McGown	ES1	Eco. Dis.	22	77%	18	82%	69%	16	73%	31%	8	36%
Math	5	McGown	ES1	EB	40	95%	39	98%	81%	33	83%	43%	19	48%
Math	5	McGown	ES1	At-Risk	67	84%	60	90%	58%	42	63%	37%	28	42%
Math	5	McGown	ES1	SPED	30	63%	20	67%	33%	10	33%	*	8	27%
Science	5	McGown	ES1	All	200	94%	196	98%	76%	163	82%	51%	112	56%
Science	5	McGown	ES1	Hispanic	42	98%	42	100%	66%	32	76%	36%	18	43%
Science	5	McGown	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	McGown	ES1	Asian	65	97%	64	98%	91%	60	92%	71%	50	77%
Science	5	McGown	ES1	African Am.	25	75%	23	92%	50%	15	60%	*	8	32%
Science	5	McGown	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	McGown	ES1	White	55	90%	54	98%	75%	46	84%	49%	30	55%
Science	5	McGown	ES1	Two or More	13	100%	13	100%	71%	10	77%	38%	6	46%
Science	5	McGown	ES1	Eco. Dis.	22	85%	20	91%	69%	17	77%	46%	11	50%
Science	5	McGown	ES1	EB	40	90%	38	95%	71%	31	78%	29%	13	33%
Science	5	McGown	ES1	At-Risk	67	79%	56	84%	58%	42	63%	33%	25	37%
Science	5	McGown	ES1	SPED	30	63%	20	67%	37%	11	37%	22%	8	27%

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.