

Cypress-Fairbanks Independent School District

Adam Elementary School

2025-2026



Mission Statement

District Mission Statement: Equip students today to impact tomorrow.

Adam Mission Statement:

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Adam Elementary's needs assessment process is described below.

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

At the first meeting on May 13, 2025:

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

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

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

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

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

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

At the second meeting on September 16, the CPOC:

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

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

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

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

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

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

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

Student Achievement

Student Achievement Strengths

Overall accountability score has grown 10 points from 2023

Steady growth with emphasis on quality first instruction

Reached most targets and goals for the Approaches category

STAAR science scores were above the district average for Approaches, Meets, and Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our goals for Meets and Masters were not met for most student groups.

Root Cause: Instructional Focus Root Cause #1: After data digs and goal setting, teachers continue to spend most of their time in small groups with students struggling to reach the Approaches level. Teachers are not confident in how to push students to Meets and Masters.

Problem Statement 2: Instructional Focus Problem #2: ECRs are impeding growth on ELAR STAAR

Root Cause: Instructional Focus Root Cause #2: Because of a focus on ECR writing, students have regressed in their ability to write with voice and fluency. When teachers plan for activities that are technology based, student engagement often decreases.

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

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

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

School Culture and Climate

School Culture and Climate Strengths

The following are strengths for the campus in regard to school culture and climate:

- The Adam Emergency Operations Plan was developed, drills were successfully practices, and plans were implemented to keep all students, staff, and visitors safe throughout the school year.
- Staff received consistent training throughout the year in social emotional learning and the development of students.
- Every Adam student received daily lessons and learning opportunities focused around social emotional development.
- Our student attendance rate increased by .48% for the 2024-2025 school year to an overall rate of 94.26%.
- Adam's Tiered Fidelity Inventory (TFI) score increased from a 94.31 to 98.44.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The student attendance rate was under 95% for the 2024-2025 school year.

Root Cause: Campus staff needs to develop a plan to communicate with all stakeholders about the importance of remaining in school consistently and the adverse effects the lost time has.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus regarding staff quality, recruitment, and retention:

On the 2025 EPS, more than 95% of staff agree or strongly agree with the following statements:

- Opportunities exist for me to think for myself
- The work I am asked to do directly relates to my job responsibilities
- Procedures are implemented to keep me safe at work
- Quality work is expected of me
- Collaboration is encouraged and practiced
- There are opportunities to discuss my concerns with campus administrators
- Information related to my job is accessible
- Staff appreciation is built into the school culture
- I am clear about my job responsibilities
- Quality work is expected of students
- Decision is data driven

Regarding the questions on the EPS, all percentages went up for agree/strongly agree except for one.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff attendance rate was less than 95% for the 2024-2025 school year.

Root Cause: Staff need to better understand the value of attendance and the effects it has on students and first instruction.

Family and Community Engagement

Family and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement:

- Adam partners with Cypress Methodist Church. CMC provides volunteers for various events and food for staff appreciation.
- Adam partners with the community and families to provide multiple formats to reach out to families to increase participation in community events, family events sponsored by the PTO, and PTO general meetings.
 - Pumpkin Day, Family Fun Night/Festival, Veterans' Day, STREAM Night, Santa Night, Multicultural Night, parent/teacher conferences, Open House, KISS luncheons, Family Nights at the Bookfair, Winter Celebrations, End of Year Celebrations, etc.
- Parents and families are appreciative of the events and opportunities available for their students.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Families want to become more involved within the school community.

Root Cause: We need to work as a campus team to purposefully provide communication in a variety of ways throughout the school year. Events need to be offered at different times throughout the day (after school, evening, during school) to allow parents with various schedules to attend.

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

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Our math teachers will plan explicit and systematic first instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences. Strategy: Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Focus: Our science teachers will strengthen students' understanding of science concepts by planning explicit and systematic first instruction and providing rigorous and relevant, hands-on opportunities Strategy: Strategies include higher level student discourse, student created presentations and projects, and critical writing to justify thinking. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Coaches, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, Safety Patrol, PBIS Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Title I: * Salaries - 2 Behavior Specialists * Extra Duty pay - staff members will be paid for tutorials for groups of 5 or more before or after school * Temporary Workers - temporary workers will provide interventions in small groups and in class * Consultants/Garden - students will participate in hand-on science lessons in the garden * Professional Development - staff will be paid for attending approved professional development * Instructional Supplies - classroom and student supplies such as instructional materials, paper, chromebook chargers, and other supplies that help students and staff be successful in class * Field Trips - funds will cover 3 grade levels cost of participating in field trips * Buses - funds will cover field trip buses * Library Books - allows the librarian to buy new books or replace some that are old and outdated * Parent Involvement - we will increase parent involvement throughout the year with events like STREAM night, Multicultural Night, Meet the Teacher, Open House, etc. Staff members will communicate about these events using various methods to support our goal of increased parent involvement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 11 Details	Formative Reviews		
Strategy 11: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 12 Details	Formative Reviews		
Strategy 12: Improving Student Engagement: Students will have the opportunity to participate in activities such as Student Leadership, Choir, Art Before School, Name that Book, Soccer, etc. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 13 Details	Formative Reviews		
Strategy 13: Improving Student Engagement: Staff will be surveyed to determine if there is interest in sponsoring other extracurricular activities or student groups. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 14 Details	Formative Reviews		
Strategy 14: 1-3: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 15 Details	Formative Reviews		
Strategy 15: 1-3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 16 Details	Formative Reviews		
Strategy 16: 1-3: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 17 Details	Formative Reviews		
Strategy 17: 4-5: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 18 Details	Formative Reviews		
Strategy 18: 4-5: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 19 Details	Formative Reviews		
Strategy 19: 4-5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principals, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 1 Details	Formative Reviews		
Strategy 1: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 1 Details	Formative Reviews		
Strategy 1: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: 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 5.1: 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	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 8 Details	Formative Reviews		
Strategy 8: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 9 Details	Formative Reviews		
Strategy 9: Math teachers will track student progress using a monitoring notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, Instructional Specialists, and Behavior Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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	Formative Reviews		
Strategy 1: Campus Safety: All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of morning meetings in every classroom. Strategy's Expected Result/Impact: Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 20%. Office referrals that occur from incidents located in the classroom will decrease by 20%. Staff Responsible for Monitoring: Principal, Assistance Principals, Counselors, and Behavior Interventionists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Adam Elementary has a 0% rate of violent incidents for the previous school years. In order to continue to reach this goal, we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to, daily class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS Committee is focusing on data-driven decision-making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 4 Details		Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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)		Formative		
		Nov	Feb	May
		 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance rate will increase. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive professional development on topics including (but not limited to): Quality First Instruction, Fundamental Five, Small Group Instruction, Data Analysis, and Classroom Management Strategy's Expected Result/Impact: Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs. Staff Responsible for Monitoring: Principal and Campus Leadership Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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	Formative Reviews		
Strategy 1: Improving Social Media Presence: School staff will regularly post on Facebook and Instagram. Strategy's Expected Result/Impact: Increased parent and community involvement. Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through classroom newsletters, campus newsletters, Twitter, Facebook, Remind, and the Adam website. Throughout the year, parents/guardians will have opportunities to assist in finding strategies and methods to use to assist with student learning at home. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal and Campus Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Include various types of posts on social media. Posts may include photos, videos, reels, or interviews. Strategy's Expected Result/Impact: Increased parent and community involvement Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Offer parent and family activities/events at different times (ex. after school, during the school day) to allow variety for family schedules. Strategy's Expected Result/Impact: Increased parent and community engagement Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: School staff will communicate with parents and families on various platforms. Communication platforms may include School Messenger, Remind, Class Newsletters, Email, Social Media. Strategy's Expected Result/Impact: Increased parent and community engagement Staff Responsible for Monitoring: Camps Leadership Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

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

Committee Role	Name	Position
Other	Lisa Wright	Art, Music, PE Representative
Other	Kendra Smith	Intervention

Addendums

Campus

Adam

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

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

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

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

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

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

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

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

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

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

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to

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

Elementary Physical Education/Health (K–5)

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

Elementary Music (K–5)

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

Visual Arts (K–5)

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