

Cypress-Fairbanks Independent School District
Brosnahan Elementary School
2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Brosnahan Elementary is a campus in Katy, Texas. Brosnahan Elementary is projected to serve 1032 students in grades PreK-5th Grade during the 2025-26 school year, which is a decrease from the previous year of 1059 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Brosnahan'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 16, 2025, and again on September 26, 2025. The meetings were held in the Brosnahan Library - Kiva. We plan to meet again on November 14, 2025, February 27, 2026, and May 22, 2026 to review and revise the CNA as needed.

At the first meeting on May 16, 2025, a comprehensive data review was presented. Data was presented on academic growth by all instructional specialists. Behavior data was presented by the behavioral coach. Special Education data and review of student referrals was presented by the assistant principal. Testing data was presented by the testing coordinator. Student and parent engagement data was presented by the parent liaison. A review of counselor programs and student support was presented by both counselors. Attendance data was reviewed. CPOC Members discussed assigned areas of the CIP to determine if goals were met, goals were exceeded, or if progress was made. The 2024-2025 CIP Summative Evaluation was completed. Based on data presented, the committee began working on the 2025-2026 Needs Assessment. Strengths and needs were discussed. They are listed below:

- Strength #1 from 2024-25: Primary grades are outscoring our cluster and district averages.
- Strength #2 from 2024-25: Students exceeded Amira goals and were top in our cluster with stories read.
- Strength #3 from 2024-25: Students continue to grow in meets and masters percentages.
- Need #1 for 2025-26: Attendance focus for both students and staff
- Need #2 for 2025-26: Science alignment from 2nd-5th grade
- Need #3 for 2025-26: Continued growth in ECRs with a focus on writing across content areas.

After determining strengths and needs, CPOC members began to come up with CIP strategies that would support our needs for the 25-26 school year. They are listed below.

- 2025-26 Strategy to address Need #1: Students and staff will be encouraged to attend school daily through a campus-wide attendance incentive program that is communicated to both students and families.
- 2025-26 Strategy to address Need #2: Students in all grade levels will have opportunities to participate in hands-on activities that reinforce concepts taught with emphasis on science vocabulary and the use of interactive science word walls with alignment of strategies built in as discussed in grade level vertical team planning sessions.
- 2025-26 Strategy to address Need #3: Students will have opportunities to write daily across all content areas with emphasis on ECR and SCR writing processes.

The last part of the meeting focused on discussing and completing the 25-26 Title I Preliminary Planning Budget. A breakdown of how money was spent this year was discussed with ideas on how best to spend the money next year to align with our goals.

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

Primary Data:

Prek had double digit growth in multiple areas, increased percentage of students considered on track in every tested domain, met or exceeded all district averages in all measured areas. Kinder exceeded campus expectations (72/44/19) on every assessment taken, ranked highest in our cluster and outperformed 33 other schools on most recent math assessment, achieved double digit growth in multiple tested TEKS. 1st Grade increased the percentage of students meeting standards on every Math and ELAR assessment throughout the year, ranked 1st in the cluster on math assessment and 2nd on another

2nd-5th ELAR grade Data:

2nd grade far exceeded campus expectations. The Assistant Superintendent of Elementary Curriculum reached out to congratulate the campus on our scores on 2nd grade DPM.

3rd-5th grade added in ECR and essay affected data in DPMS seeing an initial drop and then growth by the next assessment. 3rd and 4th were #1 in our cluster for STAAR benchmark, 5th grade was #2 in our cluster.

2nd-5th Math grade Data:

2nd grade students tested in Schoology/Performance Matters. 3rd-5th grade used TFAR testing. Some of the material students have not seen before testing, many question types were also unfamiliar to students.

2nd-5th Science grade Data:

2nd grade had a dip with shift to online testing followed by growth as students adjusted to testing online. 3rd grade had 15% growth in masters from DPM1 to CCA assessment.

4th grade had continuous growth in Approaches on assessments- now meeting campus goal for Approaches. We are waiting on our 5th grade science STAAR scores to hopefully see improvement from last year.

Behavior Data:

Two main incident types were language/gestures and inappropriate contact with peer across the building. These will be points of focus for next school year.

SPED Data:

We currently have 181 students that receive special education services in some capacity. We currently have 11 referrals in the process of being tested.

Testing Data:

For Telpas we had 205 students holistically rated and 410 students tested online.

Parent Involvement:

This year we brought about more opportunities for parents to be involved on campus. We had 1,200 parents that participated in lunch with their child throughout the school year.

Student Clubs:

In the fall we had 17 clubs with 350 students participating. In the spring we had 10 clubs with 172 students participating. Our orchestra was able to present at the

VIPS luncheon.

Orchestra was able to present at the VIPS luncheon

Attendance:

We had some growth. We will continue incentives and improved communication next year. No tardy party! **Counselors**

Our counselors are angels on earth. They do it all! They started Bronco Ambassadors and Bringing out the Best awards this year. The Multicultural Festival was amazing!

At the second meeting on September 26, 2025, the CPOC:

Reviewed what the Campus Performance Objective Council is. We create a campus improvement plan-basically our goals for the year all based on data. Process started in May of the previous year, September's meeting for finalizing CNA and creating strategies, November and February meetings are for evaluating strategies. All departments represented, district and parents also represented.

CPOC then reviewed the CNA from May's meeting. Discussion of the instructional focus being on our SPED population and how we have adjusted instruction in the resource classroom and piloting a push in model for SPED students that may be ready to transition from resource to ICS. We have added 2 teachers to 5th grade, and have our testing coordinator, parent liaison and behavior coach.

We will be adding a goal for our EB students, and adding an incentive that targets a decrease in early checkouts. Perhaps a family incentive and not just a student incentive?

Dr. Silliman explained the Parent and Family Engagement policy and expressed Brosnahan's commitment to parent involvement. The target tables were discussed with the members, as well as strategies to support meeting our target percentages for each sub population.

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 math with scores at all grade levels lower than our reading scores in all subpopulations. Through the root cause analysis process, we identified teacher instruction is not meeting the individual needs of students and not spiraling back to basic, foundational skills that need to be mastered in order for other rigorous concepts to be taught.

Our second identified priority problem in the area of **student achievement** is the lack of instructional growth with our special education students in all subjects. Through the root cause analysis process, we identified a disconnect between instruction delivered in the resource setting and the transfer of skills with instruction delivered in the general education classroom.

Student Achievement

Student Achievement Summary

STAAR Performance (2025)

- Domain I (Achievement) - 74
- Domain 2A (Growth) - 79
- Domain 2B (Relative Performance) - 81
- Domain 3 (Closing the Gaps) - 86

Campus Rating - 83/B

Student Achievement Strengths

- We went from a C rating in 2024 (our first year open) to a B rating in 2025 (our 2nd year open).
- We grew 12 points in Domain 3 for Closing the Gaps which was the biggest gain. We also grew in all other domains.
- In reading, we outscored our cluster schools in 4th and 5th grade. In 3rd grade reading, we were 2nd in our cluster.
- In math, we outscored our cluster schools in 4th and 5th grade.
- In 5th grade science, we grew 21% in our approaches percentage from 2024 and outscored our cluster schools at all levels - approaches, meets and masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our math scores at all grade levels were lower than our reading scores in all subpopulations.

Root Cause: Instructional Focus Root Cause #1: Teacher instruction in math is not meeting the individual needs of students and not spiraling back to basic, foundational skills that need to be mastered in order for other rigorous concepts to be taught.

Problem Statement 2: Instructional Focus Problem #2: Our Special Education students are consistently scoring lower than our target percentages and not making growth.

Root Cause: Instructional Focus Root Cause #2: There is a disconnect between instruction delivered in the resource setting and the transfer of skills with instruction delivered in the general education classroom.

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: behavioral specialist, testing coordinator, parent liaison, one class-sized reduction teacher

School Culture and Climate

School Culture and Climate Strengths

Our Behavior Data from 24-25 shows that our students coming to DMC are not frequent flyers. This shows that students are learning from their actions and putting forth strategies to ensure inappropriate behaviors are not repeated. The majority of students are engaged, follow the Bronco TOUGH matrix around the building and treat each other respectfully. Teachers and staff speak a common PBIS language and use Bronco Bucks, as well as other reinforcers, to reward appropriate behavior.

Our attendance data for the 24-25 school year won us recognition by the district as one of the campuses that ended the year with an overall attendance rate over 95%. This was a big win for Brosnahan, as we push and incentivize attendance to ensure students are excelling academically.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our tardies and leave early students are affecting our academic success in all subjects campus wide.

Root Cause: Parents are not linking student achievement with academic time missed in class when arriving late or leaving early.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Based on the 24-25 Employee Perception Survey:

- 100% of the staff feel opportunities exist for them to think for themselves.
- 100% of the staff feel opportunities for professional growth are available.
- 92% of the staff feel the work they are asked to do directly relates to their job responsibilities.
- 95% of the staff feel information is available to help them do their job effectively.
- 100% of the staff feel opportunities are available to provide input.
- 100% of the staff feel procedures have been implemented to keep them safe at work.
- 100% of the staff feel staff appreciation is built into the school culture.
- 100% of the staff feel decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Paraprofessionals are asked to support students academically, behaviorally and socially without proper training.

Root Cause: District training opportunities are limited throughout the school year.

Family and Community Engagement

Family and Community Engagement Strengths

- **WatchDOGS:** This year we had 90 dads, uncles or granddads sign up for a WatchDOG shift!
- **Volunteer Opportunities:** From Holiday Shop to Book fair and other various school events we had nearly 130 volunteer shifts of at least 2 hours each covered by parents this school year.
- **Parent Lunches:** We had approximately 1200 parents or grandparents join us for lunch this school year!
- **Family Game Night:** We had 235 families attend this event.
- **Pictures with Santa:** We had 218 families attend this event.
- **Father/Daughter Dance:** We had 231 families attend this event.
- **Spring Carnival:** We had a very successful event raising close to \$8000.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents and family attendance percentages for academic events are lower than events with more engagement activities.

Root Cause: Students and families are more excited to attend events that focus on family fun rather than informative, academic nights.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening Tier I instruction in math through specific, targeted small group intervention, with a focus on 3rd grade and our special education students. Strategy: In planning for math at all grade levels, we will use current assessment data with a focus on small group instruction and how best to teach the concepts to different levels of students. Strategy's Expected Result/Impact: Academic performance in math in each grade level will increase by 5% on EOY assessments. Staff Responsible for Monitoring: Principal, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening Tier I Instruction in math through specific, targeted small group intervention, with a focus on 3rd grade and our special education students. Strategy: Resource teachers will attend grade level data digs and planning when able with expectations that all students are tracked and grow from one assessment to the next. Strategy's Expected Result/Impact: Academic growth of special education students in math will increase by 5% on EOY assessments. Staff Responsible for Monitoring: Principal, Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening Tier I instruction in math through specific, targeted small group intervention with a focus on 3rd grade and our special education students. Strategy: Data walls will be displayed in the main hallway areas and also in classrooms. Growth goals for classes and students will be made for every assessment with reflection and action plans created after to prepare for the next assessment. Strategy's Expected Result/Impact: Academic growth of all students in all subjects will increase by 5% on EOY assessments	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: ABL, Choir, Orchestra, Student Leadership, Safety Patrol, PBIS, Art Club, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, field trips, the Choral Festival and other enrichment clubs. 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
	 Accomplished	 Accomplished	 Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1. Salaries - One class sized reduction teacher in 5th grade will assist in meeting our academical goals in all content areas. A testing coordinator will support our teachers through various school year assessments and track student data for growth over the school year. A parent liaison will create parental involvement events to increase parent engagement. A behavioral coach will support students and teachers with behavioral challenges to maximize classroom instruction. 2.Substitute Pay - When the class sized reduction teacher is absent, we cover the cost of the substitute. We also pay for substitutes for data digs and professional development. 3.Professional Development - The administrative team, staff members and paraprofessionals will participate in various types of professional development throughout the school year that aligns with our campus goals and supports academic growth of students. 4. Library Books - With additional books being added to the campus library, the circulation of books will increase supporting literacy growth campus wide. 5. Instructional Supplies - Classroom supplies will be purchased to support student engagement in the classroom and enrich district curriculum while focusing on hands-on instruction. 6. Parent Involvement - We will increase parent engagement by creating a VIPs program and hosting family engagement events every month from Literacy Night, Multicultural Festival, Pictures with Santa, Father/Daughter Dance, Fall Carnival, Masterpieces with Mom and the WatchDOG program. 7. Student Field Trip Admissions - Student learning will increase by participating in academically based field trips that enhance and align with grade level curriculum. 8. Extra Duty Pay -Staff members will be paid for tutoring students identified as needing extra support before or after school or during Saturday camps. Staff members will also be paid to host student extracurricular groups before or after school to increase student engagement outside of the school day and expose students to various extracurricular activities. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: A variety of before and after school groups/activities will be offered for students to participate in throughout the 25-26 school year. Strategy's Expected Result/Impact: Student engagement beyond the instructional day will increase by 5%. Staff Responsible for Monitoring: Principal, Parent Liaison	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Social events and spirit nights will be planned during the 25-26 school year for parents and families to participate in. Strategy's Expected Result/Impact: Student and community engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Parent Liaison	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 9 Details	Formative Reviews		
Strategy 9: 1-3: Teachers will use Amira data to create differentiated small group reading lessons throughout the school year. Strategy's Expected Result/Impact: 80% of students in each grade level will meet their AMIRA Reading Mastery score at the end of the 25-26 school year. Staff Responsible for Monitoring: Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 10 Details	Formative Reviews		
Strategy 10: 4-5: Teachers will use AMIRA data to create differentiated small group reading lessons throughout the school year. Strategy's Expected Result/Impact: 80% of the students in grades 4-5 will meet their AMIRA Reading Mastery score by the end of the 25-26 school year. Staff Responsible for Monitoring: Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will create differentiated small group lesson plans based on MAP and MClass Data throughout the school year. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	Some 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
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use the Math MAP data to form small groups and create differentiated lessons that meet the academic needs of the students. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will perform all crisis drills within the compliance timeline, as well as do door checks throughout the day to ensure students and staff are secure within the campus. Strategy's Expected Result/Impact: Students and staff will perform appropriately during crisis drills or any crisis situation. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be encouraged to attend school daily through a campus-wide attendance incentive program that is communicated to both students and families. Strategy's Expected Result/Impact: Student attendance at the end of the 2025-2026 school year will be 96% or higher. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Attendance Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 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

Summative Evaluation: Met Objective

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. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
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. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Behavioral Coach	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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	 Considerable

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
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Frontline Reports by month and each 9 weeks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff incentives for daily attendance will be given through campus competitions monthly. Strategy's Expected Result/Impact: Staff attendance will be at 96% or higher by the end of the school year. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs that include classroom management, best practices in instructional delivery, parent communication, curriculum implementation and student engagement.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be given various opportunities to attend district PD, Region IV trainings, SIBME trainings, CAST conferences, and any other relevant trainings that align with the campus vision and mission. Strategy's Expected Result/Impact: 100% of staff will have received the necessary training to fully perform their job and have opportunities to grow professionally. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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 Sign-in sheets
Parent Surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Pre-planned weekly posts that focus on academic achievements, daily events and why public schools/Brosnahan Elementary should be the choice for parents. Strategy's Expected Result/Impact: Our number of followers will increase by 5% over the 25-26 school year. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Create interactive posts that engage parents to respond to our campus posts (ex. requesting parents and families to share photos of their students and families) Strategy's Expected Result/Impact: Our number of followers and number of likes and sharing of posts will increase by 5% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: District parent trainings will be promoted in various communication methods. Strategy's Expected Result/Impact: Parents will become more informed about student performance and how best to support their child at home. Staff Responsible for Monitoring: Principal, Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: A Parent University event will be planned and held during the school year to support parents becoming more informed and involved in their child's education. Strategy's Expected Result/Impact: Parents and families will have more resources and tools to support their child's academic and/or behavioral needs at home. Staff Responsible for Monitoring: Principal, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Discontinue	 Discontinue
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Renee Silliman	Principal (there is only one principal)
Teacher #1	Sonja Rodgers	Teacher #1
Teacher #2	Adriana Briseno	Teacher #2
Teacher #3	Kristin Buchholz	Teacher #3
Teacher #4	Shanna Barger	Teacher #4
Teacher #5	Tabitha Calvit	Teacher #5
Teacher #6	Michelle Dunlop	Teacher #6
Teacher #7	Dreamara Parks	Teacher #7
Teacher #8	Taylor Haveman	Teacher #8
Teacher #9	Sonya Acuna	Teacher #9
Teacher #10	Katherine Hoskins	Teacher #10
Teacher #11	Carly Wishlow	Teacher #11
Teacher #12	Kate Skinner	Teacher #12
Teacher #13	Jalisa Louis	Teacher #13
Paraprofessional #1	Melanie Grubbs	Paraprofessional #1
Paraprofessional #2	Daisy James	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Latisha Dorsey	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Charlotte Stoker	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Tania Nero	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Forest Barrs-Barrett	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #5	Fiona Burch	Other School Leader (Nonteaching Professional) #5
Other School Leader (Nonteaching Professional) #6	Catherine Daughdrill	Other School Leader (Nonteaching Professional) #6
Other School Leader (Nonteaching Professional) #7	Lauren Watson	Other School Leader (Nonteaching Professional) #7
Other School Leader (Nonteaching Professional) #8	Brittney Lund	Other School Leader (Nonteaching Professional) #8
Other School Leader (Nonteaching Professional) #9	Kimberly Haber	Other School Leader (Nonteaching Professional) #9
Other School Leader (Nonteaching Professional) #10	Kisha Grissom	Other School Leader (Nonteaching Professional) #10
Other School Leader (Nonteaching Professional) #11	Elizabeth Enis	Other School Leader (Nonteaching Professional) #11

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #12	Ashlea MacDonald	Other School Leader (Nonteaching Professional) #12
Administrator (LEA) #1	Katrina Nelson	Administrator (LEA) #1
Administrator (LEA) #2	Mo Wong	Administrator (LEA) #2
Community Member #1	Susan Blowey	Community Member #1
Community Member #2	Carla Brosnahan	Community Member #2
Parent #1	Lindsey Grubbs	Parent #1
Parent #2	James Stoker	Parent #2
Business Representative #1	Baruc Sandoval	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Brosnahan

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	72%	74%	76%	78%	80%
Meets or Above	44%	47%	50%	53%	56%
Masters Grade Level	19%	22%	25%	28%	31%

2025-26	Target Check
81%	Met District Strategic Target
49%	Met District Strategic Target
24%	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	53%	55%			
African Am.	52%	54%			
Hispanic	48%	50%			
Eco. Dis.	51%	53%			
EB	37%	39%			
SPED	9%	11%			
Highly Mobile	0%	2%			
High Focus	50%	52%			

2025-26	Target Check
63%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
46%	Met Reading Board Outcome Target
23%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
54%	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.	34%	36%			
Hispanic	30%	32%			
Eco. Dis.	34%	36%			
EB	20%	22%			
SPED	0%	2%			
Highly Mobile	0%	2%			
High Focus	32%	34%			

2025-26	Target Check
42%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
35%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
9%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
35%	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	Brosnahan	ES8	All	144	80%	144	100%	53%	90	63%	24%	40	28%
Reading	3	Brosnahan	ES8	Hispanic	86	78%	86	100%	48%	51	59%	18%	22	26%
Reading	3	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Brosnahan	ES8	Asian	7	100%	7	100%	100%	7	100%	63%	5	71%
Reading	3	Brosnahan	ES8	African Am.	37	80%	37	100%	52%	21	57%	25%	11	30%
Reading	3	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Brosnahan	ES8	White	10	88%	10	100%	63%	7	70%	*	1	10%
Reading	3	Brosnahan	ES8	Two or More	4	*	4	100%	*	4	100%	*	1	25%
Reading	3	Brosnahan	ES8	Eco. Dis.	106	80%	90	85%	51%	60	57%	18%	20	19%
Reading	3	Brosnahan	ES8	EB	65	70%	65	100%	37%	30	46%	*	0	0%
Reading	3	Brosnahan	ES8	At-Risk	69	75%	60	87%	46%	35	51%	16%	13	19%
Reading	3	Brosnahan	ES8	SPED	22	48%	11	50%	*	5	23%	*	5	23%
Reading	3	Brosnahan	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Brosnahan	ES8	High Focus	121	78%	95	79%	50%	65	54%	19%	25	21%
Reading	4	Brosnahan	ES8	All	160	81%	142	89%	57%	98	61%	24%	45	28%
Reading	4	Brosnahan	ES8	Hispanic	92	79%	80	87%	49%	50	54%	15%	20	22%
Reading	4	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Brosnahan	ES8	Asian	8	88%	8	100%	75%	7	88%	63%	6	75%
Reading	4	Brosnahan	ES8	African Am.	49	83%	43	88%	66%	35	71%	32%	17	35%
Reading	4	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Brosnahan	ES8	White	7	75%	7	100%	63%	5	71%	*	1	14%
Reading	4	Brosnahan	ES8	Two or More	4	100%	4	100%	*	1	25%	*	1	25%
Reading	4	Brosnahan	ES8	Eco. Dis.	123	79%	100	81%	57%	72	59%	26%	35	28%
Reading	4	Brosnahan	ES8	EB	72	67%	50	69%	31%	30	42%	*	5	7%
Reading	4	Brosnahan	ES8	At-Risk	75	75%	60	80%	45%	35	47%	20%	18	24%
Reading	4	Brosnahan	ES8	SPED	25	50%	13	52%	*	8	32%	*	5	20%
Reading	5	Brosnahan	ES8	All	154	75%	127	82%	55%	90	58%	22%	40	26%
Reading	5	Brosnahan	ES8	Hispanic	88	69%	65	74%	53%	50	57%	19%	21	24%
Reading	5	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Brosnahan	ES8	Asian	6	100%	6	100%	91%	6	100%	*	1	17%
Reading	5	Brosnahan	ES8	African Am.	49	81%	45	92%	54%	28	57%	27%	16	33%
Reading	5	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Brosnahan	ES8	White	7	90%	7	100%	60%	5	71%	*	1	14%
Reading	5	Brosnahan	ES8	Two or More	4	*	4	100%	*	1	25%	*	1	25%
Reading	5	Brosnahan	ES8	Eco. Dis.	123	73%	100	81%	56%	75	61%	20%	28	23%
Reading	5	Brosnahan	ES8	EB	71	69%	55	77%	50%	38	54%	14%	12	17%
Reading	5	Brosnahan	ES8	At-Risk	112	69%	80	71%	48%	60	54%	17%	25	22%
Reading	5	Brosnahan	ES8	SPED	21	25%	7	33%	*	0	0%	*	0	0%
Math	3	Brosnahan	ES8	All	144	61%	94	65%	36%	60	42%	13%	27	19%
Math	3	Brosnahan	ES8	Hispanic	86	57%	50	58%	30%	30	35%	12%	11	13%
Math	3	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Brosnahan	ES8	Asian	7	88%	7	100%	88%	7	100%	63%	5	71%
Math	3	Brosnahan	ES8	African Am.	37	64%	25	68%	34%	15	41%	*	8	22%
Math	3	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Brosnahan	ES8	White	10	63%	8	80%	*	5	50%	*	2	20%
Math	3	Brosnahan	ES8	Two or More	4	*	4	100%	*	3	75%	*	1	25%
Math	3	Brosnahan	ES8	Eco. Dis.	106	60%	65	61%	34%	40	38%	11%	15	14%
Math	3	Brosnahan	ES8	EB	65	57%	40	62%	20%	20	31%	*	10	15%

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	Brosnahan	ES8	At-Risk	69	51%	40	58%	27%	20	29%	10%	10	14%
Math	3	Brosnahan	ES8	SPED	22	*	10	45%	*	2	9%	*	1	5%
Math	3	Brosnahan	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Brosnahan	ES8	High Focus	121	59%	80	66%	32%	42	35%	11%	15	12%
Math	4	Brosnahan	ES8	All	160	68%	116	73%	38%	70	44%	20%	37	23%
Math	4	Brosnahan	ES8	Hispanic	92	66%	65	71%	34%	36	39%	15%	18	20%
Math	4	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Brosnahan	ES8	Asian	8	88%	8	100%	*	5	63%	*	4	50%
Math	4	Brosnahan	ES8	African Am.	49	62%	33	67%	36%	21	43%	21%	12	24%
Math	4	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Brosnahan	ES8	White	7	75%	6	86%	*	5	71%	*	1	14%
Math	4	Brosnahan	ES8	Two or More	4	100%	4	100%	*	3	75%	*	2	50%
Math	4	Brosnahan	ES8	Eco. Dis.	123	66%	82	67%	36%	45	37%	19%	24	20%
Math	4	Brosnahan	ES8	EB	72	65%	50	69%	27%	20	28%	*	10	14%
Math	4	Brosnahan	ES8	At-Risk	75	60%	50	67%	31%	24	32%	15%	12	16%
Math	4	Brosnahan	ES8	SPED	25	*	10	40%	*	3	12%	*	1	4%
Math	5	Brosnahan	ES8	All	154	71%	125	81%	36%	63	41%	15%	30	19%
Math	5	Brosnahan	ES8	Hispanic	88	67%	70	80%	34%	35	40%	13%	16	18%
Math	5	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Brosnahan	ES8	Asian	6	100%	6	100%	64%	4	67%	*	3	50%
Math	5	Brosnahan	ES8	African Am.	49	73%	40	82%	32%	18	37%	*	8	16%
Math	5	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Brosnahan	ES8	White	7	70%	5	71%	50%	4	57%	*	1	14%
Math	5	Brosnahan	ES8	Two or More	4	*	4	100%	*	2	50%	*	2	50%
Math	5	Brosnahan	ES8	Eco. Dis.	123	69%	90	73%	32%	40	33%	9%	12	10%
Math	5	Brosnahan	ES8	EB	71	72%	55	77%	31%	25	35%	8%	10	14%
Math	5	Brosnahan	ES8	At-Risk	112	65%	78	70%	29%	32	29%	11%	14	13%
Math	5	Brosnahan	ES8	SPED	21	*	10	48%	*	3	14%	*	1	5%
Science	5	Brosnahan	ES8	All	154	70%	120	78%	28%	55	36%	10%	35	23%
Science	5	Brosnahan	ES8	Hispanic	88	71%	69	78%	24%	30	34%	10%	12	14%
Science	5	Brosnahan	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Brosnahan	ES8	Asian	6	91%	6	100%	*	4	67%	*	3	50%
Science	5	Brosnahan	ES8	African Am.	49	59%	34	69%	30%	15	31%	*	15	31%
Science	5	Brosnahan	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Brosnahan	ES8	White	7	70%	7	100%	50%	4	57%	*	3	43%
Science	5	Brosnahan	ES8	Two or More	4	*	4	100%	*	2	50%	*	2	50%
Science	5	Brosnahan	ES8	Eco. Dis.	123	66%	85	69%	22%	30	24%	7%	10	8%
Science	5	Brosnahan	ES8	EB	71	67%	49	69%	17%	15	21%	*	10	14%
Science	5	Brosnahan	ES8	At-Risk	112	64%	80	71%	20%	24	21%	7%	10	9%
Science	5	Brosnahan	ES8	SPED	21	35%	8	38%	*	3	14%	*	1	5%

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.