

Cypress-Fairbanks Independent School District

Fiest 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

Fiest Elementary is a campus in Houston, Texas. Fiest Elementary is projected to serve 807 students in grades ECSE3 - 5th during the 2025-26 school year, which is a decrease in 40 students from the previous year of 847.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Fiest'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 12, 2025, and again on September 15, 2025. The meetings were held in the Fiest library. We plan to meet again on November 18, 2025, February 17, 2026, and May 11, 2026 to review and revise the CNA as needed.

At the first meeting on May 12, 2025:

Dr. Gerault opened the meeting at 4:05 PM with introductions and a review of meeting norms. Celebrations included Kindergarten's Glow Day and a successful 1st grade field trip. Key end-of-year reminders were shared, including classroom celebrations, the Graduation Walk, and the early dismissal on the last day of school. The campus will continue with the "Bears Roar, Eagles Soar, We are One!" theme. A draft calendar was reviewed, and changes to field day dates were discussed. Concerns were raised about scheduling STAAR and 2nd grade math assessments on the same day due to potential WiFi issues.

Dr. Gerault previewed beginning-of-year plans and shared feedback on the nearly split preference for Curriculum Night format. Instructional Specialists discussed feedback from Title I/PAFE events. Campus updates included current/projection enrollment, attendance at 94.22%, and various data reports from the library, arts, counseling, and health services. Safety protocols, including drills and door checks, were reviewed.

New student hours (8:15–3:35) were announced, while staff hours remain unchanged. PBIS data, Title I funding updates, and staff feedback were shared, including a noted decrease in funds. VIPS feedback included the importance of early field trip planning and updates on VIPS shirts via SchoolCash Online. The CIP goals were reviewed, and members provided input on future goals for ELAR, Math, and Science. The meeting concluded at 5:45 PM.

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

- 1416 data
- Intervention groups
- Tutoring
- Mid-year MAP, DPM, Benchmarks, MClass, AMIRA, ST Math
- Library Statistics
- Nurse Visits
- Attendance
- PAFE Data
- Title 1 spending
- Discipline/Threat Assessment data
- Protocol data
- Enrollment
- Fine Arts Events
- Special Programing data

At the second meeting on September 15, 2025:

Dr. Gerault opened the meeting at 4:05 PM with introductions and a review of norms. Celebrations included Kindergarten's Glow Day and a 1st grade field trip. End-of-year reminders were shared, such as classroom celebrations, the Graduation Walk, and early dismissal. The "Bears Roar, Eagles Soar, We are One!" theme will continue. A draft calendar was reviewed, with changes to field day dates and concerns raised about potential WiFi issues with overlapping STAAR and 2nd grade math testing. Beginning-of-year planning was previewed, and feedback showed a near-even split on Curriculum Night format. Instructional Specialists shared input on Title I/PAFE events. Campus updates included enrollment, 94.22% attendance, and reports from the library, arts, counseling, and health services. Safety procedures were also discussed. New student hours (8:15–3:35) were announced, and PBIS data, Title I funding changes, and staff feedback were reviewed. VIPS feedback emphasized early field trip planning and pre-orders for shirts. The CIP goals were discussed with input on future ELAR, Math, and Science priorities.

The meeting concluded at 5:45 PM.

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 Even though Domain 2 is 82 for growth, our students aren't achieving at grade level even though they are showing growth. Through the root cause analysis process, we identified is there is a lack of use of high-impact instructional strategies—such as varied formative assessments, academic sentence stems, and student collaboration. As a result, these strategies are not embedded into daily instruction, which negatively affects student engagement and academic growth.

Our second identified priority problem in the area of **student achievement** is Domain I- Achievement continues to be an area of need for us. Specific areas of need include achievement in our AA, EB and SPED student groups. The % of students reaching Meets and Masters achievement level is an area of need. Through the root cause analysis process, we identified small group instruction and intentional vocabulary development are not being implemented with fidelity in ELAR, math, and science classrooms.

Our third identified priority problem is in the area of Our student attendance rate for 2024-25 was 94.22% which is below the district goal of 95% ADA.. Through the root cause analysis process, we identified Communication with parents at the elementary is crucial. We will educate parents on the effects or poor school attendance, create student attendance contracts/ plans and implement student incentives for good school attendance..

Student Achievement

Student Achievement Strengths

We notice that closing the gap is a big jump. We have a high mobility rate and we do our best to close the gaps of our students as they come to us. We also acknowledge that our growth is one of the higher components, as we plan weekly for what's best for students and the curriculum to get them where they need to be at the end of each year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Even though Domain 2 is 82 for growth, our students aren't achieving at grade level even though they are showing growth.
Root Cause: Instructional Focus Root Cause #1: Although data tracking tools (e.g., monitoring notebooks) are in place, teachers are not consistently using student performance data to effectively differentiate instruction. This results in missed opportunities to target specific learning needs across all grade levels and content areas.

Problem Statement 2: Instructional Focus Problem #2: Domain I- Achievement continues to be an area of need for us. Specific areas of need include achievement in our AA, EB and SPED student groups. The % of students reaching Meets and Masters achievement level is an area of need.
Root Cause: Instructional Focus Root Cause #2: Small group instruction and intentional vocabulary development are not being implemented with fidelity in ELAR, math, and science classrooms.

Problem Statement 3: Instructional Focus Problem #3: Our student attendance rate for 2024-25 was 94.22% which is below the district goal of 95% ADA.
Root Cause: Instructional Focus Root Cause #3: Communication with parents at the elementary is crucial. We will educate parents on the effects of poor school attendance, create student attendance contracts/plans and implement student incentives for good school attendance.

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: Reading Content Interventionist, Behavior Specialist, Testing Coordinator, and Paraprofessional

School Culture and Climate

School Culture and Climate Summary

Fiest Elementary fosters a student-centered campus where every learner feels valued, supported, and encouraged to succeed. Through Positive Behavioral Interventions and Supports enriched classrooms, we ensure consistency and positivity in expectations while creating a safe and welcoming environment for all. Equally important, staff have meaningful opportunities to provide feedback in decision-making, ensuring that every voice contributes to the continued growth and success of Fiest Elementary. Our strong sense of community is evident as former Fiest Bears often return to visit, reflecting the lasting impact of our school culture. The spirit of Bears ROAR and Eagles SOAR echoes throughout our school, uniting staff, students, and families under the belief that *We Are ONE!*

School Culture and Climate Strengths

The Safe Schools Survey show that the majority of our 4th and 5th grade students feel safe at school, with **85% reporting a sense of safety on campus**. Students also noted a **decline in cyberbullying**, reflecting the effectiveness of our digital citizenship and safety initiatives. Additionally, **88% of students reported bullying situations to staff members**, demonstrating both their trust in adults at school and their confidence that staff will take action to address.

The results of the Positive Behavioral Interventions and Supports (PBIS) survey highlight significant strengths at Fiest Elementary. An overwhelming 98% of our staff report that they know the school’s 3–5 positively stated, clearly defined school-wide expectations. Additionally, 98% of staff consistently acknowledge expected student behaviors and regularly use common language when addressing behavioral expectations. Our staff also demonstrate a strong commitment to structured support, with 98% indicating awareness of the team dedicated to behavior planning and problem solving. Furthermore, 98% of staff affirm that expected student behaviors and routines are explicitly taught in classrooms. These results reflect our school’s consistent and unified approach to supporting positive student behavior and ensuring a safe, predictable, and encouraging learning environment for all.

Our Tiered Fidelity Inventory summary continues to show positive implementation of PBIS at Fiest.

2025 TIERED FIDELITY INVENTORY SUMMARY				
COMPONENT	POINTS AWARDED	POINTS POSSIBLE	WEIGHTED PERCENTAGE	SCORE
RUBRIC DATA	29	32	50%	45.31
CLASSROOM OBSERVATIONS	28	30	10%	09.33
STAFF INTERVIEWS	29	30	15%	14.50
STUDENT INTERVIEWS	20	20	15%	15.00
MATRIX POSTED	10	10	10%	10.00
TOTAL SCORE				93.14

Our office discipline referrals decreased from 277 in the 2023–2024 school year to 243 in the 2024–2025 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are inconsistencies in how student behavior concerns are reported, monitored, and communicated to the Behavior Support Team and relevant staff. Without consistent and timely reporting, the team cannot effectively track patterns, provide targeted interventions, or ensure that all staff working with a student are informed and aligned in their support.

Root Cause: There is a need to streamline processes and procedures within our classroom management knowledge and our PBIS program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

2024-25 EPS Results:

These questions reflect 90-99% strongly agree/agree:

- Quality of work is expected of me (97%)
- Opportunities exist for me to think for myself. (91%)
- Opportunities for professional growth are available. (91%)
- The work I am asked to do directly relates to my job responsibilities. (91%)
- Information is available to help me do my job effectively. (91%)
- Procedures have been implemented to keep me safe at work. (97%)
- Information related to my job is accessible. (100%)
- Staff appreciation is built into the school culture. (90%)
- Collaboration is encouraged and practiced. (94%)
- I am clear about my job responsibilities. (94%)
- Staff appreciation is built into the school culture. (90%)
- Decisions are data driven (94%)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Frequent staff absences impacts student learning .

Root Cause: We need to recognize the demands of working in an educational setting and provide resources needed ensure our staff well being and increase the attendance rate of our staff.

Family and Community Engagement

Family and Community Engagement Summary

- Volunteer opportunities include participation in programs such as Bear PAs., assisting in classrooms, helping with events like the Winter Wonderland, Rodeo Round-Up, Penguin Ball, SRC Demos, Readers in Action, Bear Mart, Cub Carnival and Field Day, and chaperoning field trips. Each grade level has one VIPS-funded field trip per year (raised through our Read-a-Thon each March), which relies on parent chaperones.
- We believe that strong family-school partnerships are essential to student success. At the beginning of the school year, every homeroom teacher personally calls the parents of registered students. This call serves to introduce themselves, invite families to our Meet the Teacher event, and gather any information parents would like to share to help start the year positively.
- Students at Fiest also benefit from a variety of extracurricular activities, which vary each year based on staff sponsorship and student grade levels. This year, students participated in choir and music performances attended by parents and families, district and campus art exhibits, Choral Festival, Music Memory, Jr. Librarians, Fiest Friends (student ambassadors), Student Council, Safety Patrol, and Painting with the Principal.

Family and Community Engagement Strengths

The following are strengths of the campus in reference to parent and community engagement.

- Fiest has transitioned to VIPS instead of PTO and within the first year of the change, we saw parents and families attend meetings and volunteer at a greater rate.
- 60 parents completed the Title I Survey.
- Our Title I Survey results show that parents are wanting to come to school for volunteer opportunities and events.
- We have the Bear Pas (Watch Dog) Program to increase the presence of men on campus.
- Fiest has 36 years of many long standing traditions.
- Involvement with Cy Falls HS is a strength- Teacher Prep, PALS, athletes reading to classes, participation in CFHS Homecoming events, Key Club and NHS student volunteers at events.
- Fiest works closely with our Partners in Education, Friends of Fiest (Cornerstone Methodist Church) and CyFair Federal Credit Union.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Title I Parent Survey responses included requests for improved communication from the school and teachers.

Root Cause: Fiest was not consistent across grade levels with communication frequency or mode to families. For the 2025-26 CFISD marketing goal, Fiest will ensure we are

sending monthly newsletters to families and increase FB posts to include celebrations, facts, academic information and event reminders to increase communication and showcase why CFISD is the best choice.

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: Strengthening first-time instruction in all subjects through specific targeted PLCs and planning. Strategy: Provide ongoing PD on high-yield instructional strategies (e.g., Turn & Talk, Think-Pair-Share, sentence stems, exit tickets). Facilitate PLCs focused on unpacking TEKS and CFISD curriculum and identifying aligned checks for understanding. Include reflective protocols that prompt teachers to evaluate and adjust instruction based on student responses. Strategy's Expected Result/Impact: Increased teacher use of research-based, high-yield strategies that actively engage students in learning. We will see improved teacher understanding of TEKS and CFISD curriculum, resulting in tighter alignment between instruction, checks for understanding, and student learning goals. There will be more consistent use of formative assessments and exit tickets to monitor student progress in real time. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted PLCs and planning. Strategy: Provide planning templates and exemplar small group lesson structures. Allocate time during PLCs to plan intervention lessons and analyze impact data. Implement campus-wide structures for academic discourse (e.g., accountable talk). Model and practice scaffolds like sentence stems and structured partner work during faculty meetings and PLCs. Strategy's Expected Result/Impact: Higher-quality, targeted instruction for diverse learners, including those needing intervention or enrichment. Data-driven instruction becomes routine; teachers make informed decisions based on student progress. Improved student oral language and critical thinking skills, especially for English learners and students with limited academic vocabulary. Transfer of adult learning into classroom practice, since teachers experience the strategies firsthand. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted PLCs and planning. Strategy: Offer training on how to manage whole-group instruction while pulling effective small groups. Include modeling of intervention strategies for foundational skills (e.g., guided reading, math fact fluency, academic vocabulary). Strategy's Expected Result/Impact: Teachers increase confidence and skill in balancing whole-group instruction with targeted small-group support. We will see a consistent use of small-group instruction to address specific student needs. There will be a greater implementation of research-based intervention strategies for literacy, math, and vocabulary. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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
	 Moderate Progress	 Considerable	 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: -PK/Kindergarten Round-Up -Curriculum Night (s) -Grade-Level Parent & Family Engagement Events -Vertical alignment event (s) with Cy-Falls High School -Red Ribbon Week -Field Days -Book Character Parade -Veteran's Day Celebration -Spelling Bee -4th/5th Grade Choir -3rd-5th Student Council -4th/5th Safety Patrol -Junior Librarians -Fiest Friends -Self-Managers -Winter Wonderland Family Event -Rodeo Round-Up Family Event -Kindergarten Penguin Ball -After-school fine arts opportunities -Book Fair/Read a Thon -Cub Carnival -5th Grade Recognition -Grade-Level Field Trips -Cub Carnival Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s), Counselor (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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: The .5 reading interventionist, testing coordinator, behavior specialist, instructional paraprofessional will assist in meeting student needs and goals in all content areas. 2. Parent and Family Engagement: We will increase parent involvement throughout the year through events such as, Winter Wonderland, Rodeo Roundup, Penguin Ball, Curriculum Night. Staff will communicate through various methods, information regarding these events and other opportunities to support our goal of increased parent involvement. 3. Temporary Worker: We will use Title I funds to provide additional math intervention through a temporary worker. 4. Professional Development: The leadership team, teaching staff, and para-professionals will attend professional development on-campus and off-campus to develop stronger teaching strategies. 5. Extra Duty Pay- Staff members will be paid for conducting tutorials before or after school. 6. Supplies- Classroom supplies/materials to increase tier I instruction. 7. PBIS Rewards (Subscription) and PBIS Supplies- Students will earn incentives by earning PBIS Rewards points. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. Staff Responsible for Monitoring: Principal, APs, ISS, BI, Counselors, Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: We will provide different opportunities for events at various times during the day and evening, whole families are invited and included at all events, posting on various social media platforms, call outs in both English and Spanish, coordinate calendars with secondary campuses, create a positive and welcoming environment. Strategy's Expected Result/Impact: Parent/family attendance will increase at grade-level and whole campus events. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Improving Parent and Community Engagement: As a campus, we will use social media to promote family and community events at Fiest Elementary. As a campus, we will provide family/community oriented events for all to participate in and to celebrate student learning. Strategy's Expected Result/Impact: Parent/family attendance will increase at grade-level and whole campus events. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	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: Reading: We will support all students in daily instruction (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) based on student need in order to increase decoding skills, increase vocabulary skills through explicit instruction, and deepen comprehension with a specific focus (ex. Science of Reading Strategies). Strategy's Expected Result/Impact: Improved student performance in reading, as evidenced by growth in decoding, vocabulary, and comprehension skills on formative assessments and state benchmarks. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading: We will utilize foundational skills instruction and science of teaching reading. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context to support all students in reading and writing instruction. Strategy's Expected Result/Impact: Reduction in reading gaps, particularly for struggling readers, due to explicit, systematic instruction aligned with the Science of Teaching Reading. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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: We will focus on creating a deeper understanding of number sense and math computation (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) to grow students' numeracy. Strategies that we will use are committing to our fluency time, retrieval practice time, as well as growing teacher capacity through campus-led PD opportunities. Strategy's Expected Result/Impact: Students will develop stronger number sense and computational skills, leading to increased confidence and accuracy in math. Staff Responsible for Monitoring: Principal, AP's, IS's	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: We will grow mathematical comprehension (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) by utilizing a problem-solving process. We will employ a variety of strategies to increase student stamina, critical thinking skills, and their ability to problem-solve. Strategy's Expected Result/Impact: As a result, students will develop greater stamina, critical thinking abilities, and confidence in applying a structured problem-solving process to a variety of math challenges. Staff Responsible for Monitoring: Principal, AP's, IS's	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will focus on growing student's fact fluency (all operations) to aid in problem solving and computations. Strategy's Expected Result/Impact: This increased fluency will support higher-level computation skills, improve confidence in math, and allow students to focus more on reasoning and problem-solving rather than basic calculations. Staff Responsible for Monitoring: Principal, AP's, IS's	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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 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 students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safety document and protocols. Strategy's Expected Result/Impact: Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee. Staff Responsible for Monitoring: Safety Task Force Committee, APs, and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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, AP, EOP Coordinators, Admin.	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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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	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 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. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention) Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: APs, BI, Classroom teachers, APs	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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. By the end of the current school year, discipline referrals will be decreased by 15%. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: APs, BI, Classroom teacher, Principal	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	 Considerable	 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
	 Accomplished	 Accomplished	 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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Campus Sub Rep, Principal and District HR	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 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
Sibme videos

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus time equivalency will be given for PD hours working towards ESL and GT certifications Strategy's Expected Result/Impact: The trained staff will return to campus and share strategies to increase academic performance. Staff Responsible for Monitoring: Counselors, BI, APs, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: As a campus we will post pictures of activities and exciting learning opportunities on our social media platforms at minimum 1 time per week. Strategy's Expected Result/Impact: As we increase posts and pictures of activities and learning opportunities, parents will be informed of the learning and different activities that are happening on campus. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: As a campus we will utilize our social media outlets to promote and advertise our campus and district calendar of events a minimum of once per month. Strategy's Expected Result/Impact: With the increase of advertising and promoting campus and district events, we will increase parent/family participation. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will provide different opportunities for events at various times during the day and evening, whole families are invited and included at all events, posting on various social media platforms, call outs in both English and Spanish, coordinate calendars with secondary campuses, create a positive and welcoming environment. Strategy's Expected Result/Impact: Parent/family attendance will increase at grade-level and whole campus events. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: As a campus, we will use social media to promote family and community events at Fiest Elementary. As a campus, we will provide family/community oriented events for all to participate in and to celebrate student learning. Strategy's Expected Result/Impact: Parent/family attendance will increase at grade-level and whole campus events. Staff Responsible for Monitoring: Principal, Assistant Principal (s), Instructional Specialist (s)	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Jeanette Gerault	Principal
Teacher #1	Kim Abreo	PE Coach
Teacher #2	Kestra Derise	Pre K Grade Teacher
Teacher #3	Dana Snook	Kindergarten Teacher
Teacher #4	Sherrie O'Brien	1st Grade Teacher
Teacher #5	Teresa Gurany	2nd Grade Teacher
Teacher #6	Kamaria Armstrong	3rd Grade Teacher
Teacher #7	Katrina Finister	4th Grade Teacher
Teacher #8	Anne Rudd	5th Grade Teacher
Other School Leader (Nonteaching Professional) #1	Amy Archer	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Cate MacGregor	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Emily Angelilli	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Laurie Hendricks	Instructional Specialist
Paraprofessional #1	Marilu Dominguez	ECSE/PreK-paraprofessional
Paraprofessional #2	Jennifer Winkler	Administrative Assistant III-paraprofessional
Administrator (LEA) #1	Mylle Whigham	Administrator (LEA) #1
Administrator (LEA) #2	Araceli Grimaldo	Administrator (LEA) #2
Parent #1	Chelsea Cooper	Parent #1
Parent #2	Shelby Elam	Parent #2
Community Member #1	Alex Soler	Equitable Advisors
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Jon Faggett	Cy- Fair Federal Credit Union
Business Representative #2	x x	Cy-Fair Federal Credit Union
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 teacher	Ann Shirley	Resource Teacher
Other teacher	Maryjo Guilbert	Life Skills Teacher

Committee Role	Name	Position
Other teacher	Melissa Jones	Interventionist

Addendums

Campus

Fiest

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	42%	45%	48%	51%	54%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	Target Check
72%	Met District Strategic Target
47%	Met District Strategic Target
23%	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.	38%	40%			
Two or More	25%	27%			
Eco. Dis.	48%	50%			
EB	48%	50%			
SPED	30%	32%			
Highly Mobile	0%	2%			
High Focus	49%	51%			

2025-26	Target Check
58%	Met Reading Board Outcome Target
43%	Met Reading Board Outcome Target
56%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
51%	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	35%	37%			
African Am.	18%	20%			
Two or More	25%	27%			
Eco. Dis.	30%	32%			
EB	17%	19%			
SPED	24%	26%			
Highly Mobile	0%	2%			
High Focus	31%	33%			

2025-26	Target Check
41%	Met Math Board Outcome Target
21%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
34%	Met Math Board Outcome Target
21%	Met Math Board Outcome Target
27%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
33%	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	Fiest	ES4	All	122	80%	103	84%	53%	71	58%	26%	35	29%
Reading	3	Fiest	ES4	Hispanic	55	83%	47	85%	55%	32	58%	22%	13	24%
Reading	3	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Fiest	ES4	Asian	12	92%	11	92%	67%	9	75%	*	3	25%
Reading	3	Fiest	ES4	African Am.	28	69%	20	71%	38%	12	43%	13%	5	18%
Reading	3	Fiest	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Fiest	ES4	White	18	100%	18	100%	93%	18	100%	73%	14	78%
Reading	3	Fiest	ES4	Two or More	9	75%	7	78%	*	5	56%	*	3	33%
Reading	3	Fiest	ES4	Eco. Dis.	95	74%	80	84%	48%	50	53%	19%	20	21%
Reading	3	Fiest	ES4	EB	28	83%	24	86%	48%	14	50%	*	5	18%
Reading	3	Fiest	ES4	At-Risk	43	71%	32	74%	35%	16	37%	13%	7	16%
Reading	3	Fiest	ES4	SPED	33	52%	18	55%	30%	11	33%	24%	9	27%
Reading	3	Fiest	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Fiest	ES4	High Focus	106	77%	85	80%	49%	54	51%	23%	28	26%
Reading	4	Fiest	ES4	All	126	78%	102	81%	51%	67	53%	21%	30	24%
Reading	4	Fiest	ES4	Hispanic	57	80%	48	84%	55%	32	56%	17%	11	19%
Reading	4	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Fiest	ES4	Asian	12	80%	10	83%	67%	10	83%	47%	6	50%
Reading	4	Fiest	ES4	African Am.	35	64%	25	71%	24%	11	31%	*	7	20%
Reading	4	Fiest	ES4	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Fiest	ES4	White	14	92%	13	93%	69%	11	79%	38%	6	43%
Reading	4	Fiest	ES4	Two or More	7	*	5	71%	*	2	29%	*	0	0%
Reading	4	Fiest	ES4	Eco. Dis.	85	73%	65	76%	45%	40	47%	16%	16	19%
Reading	4	Fiest	ES4	EB	28	62%	17	61%	43%	13	46%	*	6	21%
Reading	4	Fiest	ES4	At-Risk	40	73%	30	75%	38%	16	40%	11%	5	13%
Reading	4	Fiest	ES4	SPED	39	45%	19	49%	*	5	13%	*	3	8%
Reading	5	Fiest	ES4	All	123	75%	97	79%	59%	75	61%	32%	45	37%
Reading	5	Fiest	ES4	Hispanic	66	69%	48	73%	51%	35	53%	16%	16	24%
Reading	5	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Fiest	ES4	Asian	17	88%	16	94%	76%	14	82%	59%	11	65%
Reading	5	Fiest	ES4	African Am.	25	76%	20	80%	56%	15	60%	34%	10	40%
Reading	5	Fiest	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Fiest	ES4	White	14	82%	12	86%	75%	11	79%	50%	8	57%
Reading	5	Fiest	ES4	Two or More	1	71%	1	100%	*	0	0%	*	0	0%
Reading	5	Fiest	ES4	Eco. Dis.	90	72%	69	77%	52%	50	56%	25%	26	29%
Reading	5	Fiest	ES4	EB	37	52%	20	54%	33%	14	38%	*	3	8%
Reading	5	Fiest	ES4	At-Risk	79	65%	53	67%	45%	37	47%	16%	15	19%
Reading	5	Fiest	ES4	SPED	25	41%	11	44%	*	2	8%	*	1	4%
Math	3	Fiest	ES4	All	122	60%	78	64%	35%	50	41%	11%	25	20%
Math	3	Fiest	ES4	Hispanic	55	55%	32	58%	34%	21	38%	14%	9	16%
Math	3	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Fiest	ES4	Asian	12	83%	11	92%	50%	7	58%	*	3	25%
Math	3	Fiest	ES4	African Am.	28	49%	15	54%	18%	6	21%	*	5	18%
Math	3	Fiest	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Fiest	ES4	White	18	100%	18	100%	80%	15	83%	*	7	39%
Math	3	Fiest	ES4	Two or More	9	*	5	56%	*	3	33%	*	1	11%

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	Fiest	ES4	Eco. Dis.	95	56%	55	58%	30%	32	34%	9%	10	11%
Math	3	Fiest	ES4	EB	28	57%	17	61%	*	6	21%	*	2	7%
Math	3	Fiest	ES4	At-Risk	43	47%	21	49%	22%	11	26%	*	2	5%
Math	3	Fiest	ES4	SPED	33	39%	14	42%	24%	9	27%	15%	6	18%
Math	3	Fiest	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Fiest	ES4	High Focus	106	58%	64	60%	31%	35	33%	11%	14	13%
Math	4	Fiest	ES4	All	126	53%	69	55%	31%	41	33%	16%	23	18%
Math	4	Fiest	ES4	Hispanic	57	58%	35	61%	31%	20	35%	17%	12	21%
Math	4	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Fiest	ES4	Asian	12	63%	9	75%	56%	7	58%	31%	5	42%
Math	4	Fiest	ES4	African Am.	35	32%	13	37%	*	5	14%	*	2	6%
Math	4	Fiest	ES4	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Fiest	ES4	White	14	54%	9	64%	46%	7	50%	*	2	14%
Math	4	Fiest	ES4	Two or More	7	*	2	29%	*	1	14%	*	1	14%
Math	4	Fiest	ES4	Eco. Dis.	85	47%	42	49%	26%	24	28%	12%	12	14%
Math	4	Fiest	ES4	EB	28	52%	15	54%	*	1	4%	*	1	4%
Math	4	Fiest	ES4	At-Risk	40	41%	17	43%	21%	9	23%	11%	5	13%
Math	4	Fiest	ES4	SPED	39	17%	8	21%	*	1	3%	*	1	3%
Math	5	Fiest	ES4	All	123	69%	90	73%	41%	58	47%	15%	25	20%
Math	5	Fiest	ES4	Hispanic	66	58%	42	64%	37%	26	39%	10%	8	12%
Math	5	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Fiest	ES4	Asian	17	100%	17	100%	76%	14	82%	59%	11	65%
Math	5	Fiest	ES4	African Am.	25	61%	17	68%	32%	9	36%	*	1	4%
Math	5	Fiest	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Fiest	ES4	White	14	85%	13	93%	52%	8	57%	22%	4	29%
Math	5	Fiest	ES4	Two or More	1	71%	1	100%	*	1	100%	*	1	100%
Math	5	Fiest	ES4	Eco. Dis.	90	62%	58	64%	35%	34	38%	11%	12	13%
Math	5	Fiest	ES4	EB	37	63%	24	65%	33%	13	35%	*	1	3%
Math	5	Fiest	ES4	At-Risk	79	57%	48	61%	28%	24	30%	6%	6	8%
Math	5	Fiest	ES4	SPED	25	43%	12	48%	18%	5	20%	*	1	4%
Science	5	Fiest	ES4	All	123	61%	80	65%	32%	42	34%	13%	19	15%
Science	5	Fiest	ES4	Hispanic	66	56%	39	59%	17%	14	21%	*	5	8%
Science	5	Fiest	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Fiest	ES4	Asian	17	82%	15	88%	65%	12	71%	35%	7	41%
Science	5	Fiest	ES4	African Am.	25	49%	13	52%	24%	7	28%	*	2	8%
Science	5	Fiest	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Fiest	ES4	White	14	79%	12	86%	50%	8	57%	25%	4	29%
Science	5	Fiest	ES4	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Fiest	ES4	Eco. Dis.	90	53%	50	56%	26%	24	27%	8%	9	10%
Science	5	Fiest	ES4	EB	37	44%	17	46%	*	10	27%	*	5	14%
Science	5	Fiest	ES4	At-Risk	79	48%	40	51%	21%	20	25%	8%	8	10%
Science	5	Fiest	ES4	SPED	25	21%	6	24%	*	3	12%	*	2	8%

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.