

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

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

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

Hairgrove Elementary is a campus in Houston, Texas. Hairgrove is projected to serve 805 students in grades PK-5 during the 2024-2025 school year, which is an increase from the previous year of 766.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hairgrove'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 20, 2025. The meeting was held in the library at Hairgrove. We plan to meet again on Oct. 7, Nov. 18, Mar. 3, and May 12 to review and revise the CNA as needed.

At the first meeting on May 20, 2025, principal Michelle Lee reviewed the CIP and completed the evaluation, discussed campus needs assessment for 25-26, looked at preliminary Title 1 budget for 25-26, and discussed school events coming up.

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

- Campus and District Assessments
- MAP and mClass data
- STAAR data
- Grades
- Teacher Informal Data
- TELPAS data

At the second meeting on October 7, 2025, the CPOC reviewed STAAR scores and other data to complete the CIP, and reviewed upcoming events.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

The problem statements and root causes are listed in each section of the needs assessment.

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 2024-25 school year:

Our first identified priority problem is in the area of student achievement is our AA students scoring lower than other groups in RLA. Through the root cause analysis process, we identified the need to teach vocabulary in an array of ways to meet the needs of the students, including the African American learners, to determine the meaning of unknown words to support comprehension.

Our second identified priority problem is in the area of student achievement, specifically our ESL students scoring lower in math. Through the root cause analysis process, we identified the need to teach content specific vocabulary in an array of areas to help students, including ELs, to determine the main idea of the math problem to solve the problem correctly.

Our third identified priority problem is in the area of parent involvement and the need to increase participation in school activities as well as help student attendance. Through the root cause analysis process, we identified the need to inform parents how their engagement can affect student success and how absences not related to illness negatively impact their child's learning and their future success.

Student Achievement

Student Achievement Summary

The campus focused on the CIP goals including teaching vocabulary in a variety of ways to help students build their schema on unknown topics and become familiar with content-specific and testing vocabulary. Teachers planned their vocabulary lessons with their instructional specialist utilizing district and campus materials and implementation was monitored and reviewed throughout the year.

The campus conducted comprehensive data digs to determine areas of strengths and weaknesses, shared best practices, and determined what skills and activities would be implemented for reteaching through lessons, small groups, tutoring, and academic camps. Interventions provided by Title 1 specialists were monitored and adjusted to meet students' needs. The campus focused on specific students to provide interventions and adjusted groupings as needed.

The campus provided extended planning to teachers to deepen their understanding of how to teach concepts, in addition to planning what to teach, in order to be the most effective for our students. In addition, staff members, including instructional specialists and administrators, attended several hours of staff development, many more than required, and utilized their learning in the classroom to support students.

End of the Year 2024-2025 STAAR data shows:

3rd Grade Reading-89% Approaches, 68% Meets, 28% Masters

4th Grade Reading-89% Approaches, 72% Meets, 40% Masters

5th Grade Reading-85% Approaches, 69% Meets, 44% Masters

3rd Grade Math-82% Approaches, 52% Meets, 18% Masters

4th Grade Math-80% Approaches, 55% Meets, 26% Masters

5th Grade Math-88% Approaches, 65% Meets, 38% Masters

5th Grade Science-85% Approaches, 52% Meets, 24% Masters

Student Achievement Strengths

ELA Local Assessment Strengths:

Primary-decoding and comprehension

Upper Grades-revising (sentence structure)

ELA Local Assessment Weaknesses:

Primary-Rhyming Words and Syllables

Upper Grades-Revising-Adding Sentences

Math Local Assessment Strengths:

Primary-3-D shapes, Addition

Upper Grades-Compare and Order Numbers and Represent and Solve Addition and Subtraction Problems

Math Local Assessment Weaknesses:

Primary-Counting Coins and Coin Identification

Upper Grades-Multistep Problems

STAAR Assessment Strengths:

RLA

3rd-Writing was lower than reading due to the ECR.

4th-Writing was higher than other categories.

5th-Reading was higher than other categories.

Math

3rd grade-Geometry and Numerical Representations was higher than other categories.

4th-Data Analysis was higher than other categories.

5th-Numerical Representations and Computations was higher than other categories.

Science

All reporting categories were very close to each other.

STAAR Assessment Weaknesses:

RLA

3rd-Writing was a weakness due to the ECR

4th-Reading was lower than other categories.

5th-Writing was lower than other categories.

Math

3rd-Data Analysis was lower than other categories.

4th-Geometry was lower than other categories.

5th-Geometry was lower than other categories.

Science

All reporting categories were about the same.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1:

Root Cause: Instructional Focus Root Cause #1:

Problem Statement 2: Instructional Focus Problem #2:

Root Cause: Instructional Focus Root Cause #2:

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

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

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Behavior Specialist, Class Size Reduction Teachers and Paraprofessional

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Attendance

Our current practices are a strength, and we will add additional strategies to improve our attendance. The campus believes the weekly competitions between the two assistant principals' GAME ON teams support attendance. The team that has the fewest absences and tardies earns points for their team. The teams earn points on a variety of things and at the end of four weeks, the team with the most points earns a pep rally.

The campus will be entering its ninth year in a partnership with Calvary Church Men's Ministry where the church provides two bicycles, two helmets, and two locks each month for a school-wide drawing for those students who have had perfect attendance for the month. At the end of the year, two students that have had perfect attendance for the year may win one of two bikes and five families win a \$50 gift certificate.

The campus will address perfect attendance by celebrating all students who have perfect attendance every nine weeks by presenting them with a treat or a prize.

Teachers also support attendance in classroom by spelling the word WAVES to earn a class treat/prize. Every day all students are present, they color in a letter and once they fill up WAVES, they earn their prize/treat.

Restorative Discipline

After reviewing our data the campus believes our strengths include the low number of office referrals. In addition, the campus believes our strengths include the programs that we continue to implement which are listed below.

Quantum Learning and The 8 Keys to Success

PBIS - Positive Behavior Intervention System

GAME ON- Building small communities within a school with weekly friendly competitions and celebrations

No Excuses University Network and The Six Pillars of Academic Excellence and focusing on exposing students to all things college

Conscious Discipline- Teaching students to self-monitor emotions, feelings, and reactions

Project Safety Lessons and Guidance Lessons

Campus Safety

After reviewing our data, the campus believes that our strengths include the programs that we implement for restorative discipline because reduced discipline supports campus safety. In addition, the campus believes that providing powerpoints created through the PBIS leadership team on Don't Be Scared, Be Prepared for safety drills, and practicing the safety drills supports campus safety. The campus also sends home letters, newsletters, and information to families so that they are able to support campus and district procedures for campus safety for all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The campus had 191 office referrals and 110 of those were for students receiving special education services. The rest of the referrals were from general education students and the majority were refusal to follow adult directives and inappropriate physical contact. These involved 22 different students.

Root Cause: School Culture and Climate: The need to provide additional training on how to work with children with special needs such as autism, emotional disturbance, and OHI as well as training on contracts, giving students choices, and adding additional rewards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Attendance:

The campus provides staff development on the importance of regular staff attendance and the positive effects on student learning. The campus has a culture of high expectations for all, which motivates staff members to monitor their attendance. In addition, the campus acknowledges staff members every nine weeks through various rewards such as a celebration cart with a drink and a treat, an announcement in our weekly newsletter, or a written note.

Staff Quality:

The campus believes first instruction is the best instruction for our students and works to ensure that planning times with instructional specialists are not missed as much as possible. IEPs, staffings, and other meetings are scheduled as much as possible on days where teachers do not have to miss planning. Every nine weeks, a name is drawn for any staff member that has attended district staff development, and lunch is provided to that person by the principal. The campus has a culture of sharing and working together, which supports staff quality and student learning.

Recruitment and Retention:

The campus utilizes Title 1 funds to support recruitment and retention by providing:

- tubs with manipulatives, books, and other hands-on materials
- consumable materials such as anchor charts, markers, sticky notes, etc.
- research-based computer programs to support academics
- payment for before/after school tutoring, academic camps, and after-school data digs
- Additional teachers to reduce class size as well as a behavior specialist

In addition, according to staff feedback providing a structured environment with high expectations for all and providing ongoing support, is another reason our campus is able to retain highly qualified staff.

Opportunities for developing leadership skills and career growth are also part of our ability to retain HQ staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absence rate for the campus is 5.0% and our goal is 4.5%

Root Cause: Teacher/Paraprofessional Attendance: Personal events occur during the school year, and the campus needs to inform the staff each six weeks our percentage of absences to bring awareness to support the reduction of the use of personal days.

Family and Community Engagement

Family and Community Engagement Summary

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

The campus provides many opportunities for parents to be involved and to learn about how to help their children attain even greater success. The campus held all required Title 1 and CPOC meetings, where information about the campus and Title 1 funding. A brochure was sent home about the three main pillars of Hairgrove and our philosophy.

Events included:

- Meet The Teacher
- Open House Pre K-2
- Open House 3-5
- Title 1 Parent Meeting
- On-going parent conferences along with BOY, MOY, and EOY parent conferences scheduled in October/November, February, and May
- Science Night
- Christmas Choir and Pictures with Santa Night
- Family Picnic
- Field Days
- Choir Programs
- VIPS Luncheon
- Book Fairs
- Bike Celebrations for Perfect Attendance Winners
- 5th Grade Graduation

In addition, all teachers in grades K-5 provided tutoring to a specific group of students either before or after school once a week, and grades 3-5 provide academic camps in Math, ELA, and Science to a specific group of students based on current data on Friday evenings from 4:00-6:00 pm. These camps occur twice a year before benchmarks and STAAR testing.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Need to increase parent involvement and participation in school activities, including student attendance.

Root Cause: Parent and Community Engagement: The need to inform the parents how their engagement can affect student success and how absences not related to illness negatively impact their child's learning and their future success.

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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: To improve vocabulary instruction across all grade levels, with a focus on our EB students. RLA: Teachers will plan and implement specific vocabulary activities to support all students' learning. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary: Structured vocabulary time, read alouds, shared reading, reading small groups, and oral language development. Strategies and materials from Lead4Ward, Neuhaus, HMH, Heggerty, along with other campus-created activities. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: To improve math fluency and vocabulary instruction across the grade levels. Math: Teachers will focus on math fluency through discussion and vocabulary instruction through oral language and vocabulary development for all students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, ST Math, and campus-created activities. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: To increase science vocabulary instruction and application across the grade levels Science: Teachers will teach all students, with a focus on African American and EL current students, targeted vocabulary through a daily vocabulary time, along with additional vocabulary instruction provided twice a week by utilizing picture cards, word walls, Lead4ward activities, and district and campus-created activities. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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
	 Some Progress	 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: Choir, Student Leadership, Dazzling Dolphins, PE-X, Adobe Group, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, Cheerleading, Science Night, and the Choral Festival. Students will be provided opportunities to utilize technology through the use of IXL, ST Math, Amira, Amplify, and other technologies. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 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: * Salaries: 2 teachers 1 behavior specialist and 2 paraprofessionals will assist with helping students and reducing class size in our highest areas of need. * Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice. * Instructional Supplies: Classroom supplies such as paper, Chromebook chargers, and other office supplies will help provide students with the supplies they need to be successful in class. * Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support. * Parental Involvement: We will increase parent involvement throughout the year with events like Family Night With Santa, Science Night, Open House, GT Showcase, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: We are committed to offering our students a variety of extracurricular opportunities to engage them in coming to school and the opportunity to join a group they are passionate about. Strategy's Expected Result/Impact: Improvement will be seen in the following: attendance and behavior with the development of a well-rounded education that prepares our students for the future. Staff Responsible for Monitoring: Principal, APs, Counselors, ISs, Testing Coordinator, Behavior Specialist, Instructional Teaching Staff and Registrar.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: We are committed to creating an engaging school environment by increasing our number of positive office referrals. Strategy's Expected Result/Impact: Students are celebrated for their positive behavior which helps improve their self-esteem and engagement in school. Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Some Progress	 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners, using the monitoring notebook to create differentiated instruction. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Some 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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency. Strategy's Expected Result/Impact: Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers	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.	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement social and emotional lessons and continue with PBIS, Quantum Learning, 8 Keys of Excellence, No Excuses University College Bound, and GAME ON to support the safety of the staff and students. Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. Staff Responsible for Monitoring: Front desk, Safety Team, Counselor, Assistant Principals, and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 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. Incentives: Every day a class has 100% attendance, they earn a letter to spell WAVES. Once they spell the word, the class earns a reward of the teacher's choosing. Every month, students with perfect attendance get their name in a drawing for a new bike, helmet, and lock. We give away one girl bike and one boy bike and announce it during their lunchtime. Every nine weeks, students with perfect attendance are rewarded during their lunch time with a presentation of a prize or treat. We will also announce the class with the highest attendance each day on the announcements. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 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) Monitoring System: Committee meets to discuss students with attendance concerns. We have a spreadsheet where we are documenting students, number of absences, parent contact, as well as action taken by the school. Action depends on number of absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers	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 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 continue to implement PBIS, Game On, and 8 Keys of Excellence and have our counselor conduct lessons in classrooms to keep violent incidents on our campus at 0%. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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. Teachers will present school wide PBIS/SEL lessons each day for five minutes. These lessons are tailored to the needs of the campus. PK-Kindergarten will participate in SEL lessons daily for 15 minutes. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Some Progress	 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Campus Secretary, Assistant Principals	Formative		
	Nov	Feb	May
	Some 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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Our whole campus CTE was a Quantum Learning Training designed to meet our campus needs Strategy's Expected Result/Impact: The result of the learning is to learn how students learn best and strategies to implement in the classroom Staff Responsible for Monitoring: Principal, APs, Counselors, ISs, Behavior Specialist	Formative		
	Nov	Feb	May
	 Accomplished	 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 1%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will post one message or video a week on our various social media accounts (Instagram, X, and Tik Tok) which will include content showcasing academic and social events using the following hashtags: #HairgroveWave, #CFISD Spirit, and #ChooseCFISD. Strategy's Expected Result/Impact: Increase parental involvement by 1% Staff Responsible for Monitoring: Teachers, APs, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will improve our communication effectiveness on our campus website, marquee, parent newsletters, etc. by adding more campus and classroom information. Strategy's Expected Result/Impact: Increase parental involvement by 1% Staff Responsible for Monitoring: APs and Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will provide support to parents who want to help their child at home. Take Home Bags have been made for students to take home. They include materials for parents to use to support instruction at school. Parent videos have been made to show parents how to complete the activities given. Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. Staff Responsible for Monitoring: Teachers, APs, Instructional Specialists, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable



No Progress



Accomplished



Continue/Modify



Discontinue

CPOC

Committee Role	Name	Position
Principal	Michelle Lee	Principal
Teacher #1	Annie Glenney	PK Teacher
Teacher #2	Susanne Bickham	Kinder Teacher
Teacher #3	Linda Mata	1st Grade Teacher
Teacher #4	Kelly Batres	2nd Grade Teacher
Teacher #5	Susana Avalos	3rd Grade Teacher
Teacher #6	Michelle Jansky	4th Grade Teacher
Teacher #7	Heather Pape	5th Grade Teacher
Teacher #8	Courtney Cruz	Music Teacher
Teacher #9	Krislynn Medlin	SPED Teacher
Teacher #10	Michelle Castro	SPED Teacher
Teacher #11	Molly Watzke	Intervention Teacher
Paraprofessional #1	Jennifer Burnett	Campus Secretary
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Ayesha Kayani	Administrator (LEA) #1
Administrator (LEA) #2	Brandi Barrett	Administrator (LEA) #2
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) 4	Other School Leader (Nonteaching Professional) #4
Parent #1	Jackie Arellano	Parent #1
Parent #2	Yasojaira Bal Pichiya	Parent #2
Community Member #1	Patti Ressler	Community Member #1
Community Member #2	Terri Butler	Community Member #2
Business Representative #1	Jeff McGee	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

Hairgrove

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	92%	94%	96%	98%	100%
Meets or Above	67%	70%	73%	76%	79%
Masters Grade Level	31%	34%	37%	40%	43%

2025-26	Target Check
87%	Did not meet District Strategic Target
63%	Did not meet District Strategic Target
33%	Did not meet 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	68%	70%			
African Am.	65%	67%			
Hispanic	68%	70%			
Eco. Dis.	66%	68%			
EB	61%	63%			
SPED	28%	30%			
Highly Mobile	0%	2%			
High Focus	66%	68%			

2025-26	Target Check
69%	Did not meet Reading Target
64%	Did not meet Reading Target
69%	Did not meet Reading Target
67%	Did not meet Reading Target
63%	Met Reading Board Outcome Target
32%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
67%	Did not meet Reading Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	52%	54%			
African Am.	41%	43%			
Hispanic	53%	55%			
Eco. Dis.	50%	52%			
EB	37%	39%			
SPED	12%	14%			
Highly Mobile	0%	2%			
High Focus	50%	52%			

2025-26	Target Check
53%	Did not meet Math Target
45%	Met Math Board Outcome Target
54%	Did not meet Math Target
51%	Did not meet Math Target
38%	Did not meet Math Target
0%	Did not meet Math Target
*	Met Math Board Outcome Target
51%	Did not meet Math 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	Hairgrove	ES9	All	107	89%	96	90%	68%	74	69%	28%	31	29%
Reading	3	Hairgrove	ES9	Hispanic	87	90%	79	91%	68%	60	69%	30%	23	26%
Reading	3	Hairgrove	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Hairgrove	ES9	Asian	3	*	3	100%	*	3	100%	*	2	67%
Reading	3	Hairgrove	ES9	African Am.	11	94%	9	82%	65%	7	64%	*	3	27%
Reading	3	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Hairgrove	ES9	White	1	100%	1	100%	*	0	0%	*	0	0%
Reading	3	Hairgrove	ES9	Two or More	5	71%	4	80%	71%	4	80%	*	3	60%
Reading	3	Hairgrove	ES9	Eco. Dis.	88	89%	79	90%	66%	59	67%	26%	24	27%
Reading	3	Hairgrove	ES9	EB	63	82%	52	83%	61%	40	63%	22%	15	24%
Reading	3	Hairgrove	ES9	At-Risk	70	85%	60	86%	61%	44	63%	29%	21	30%
Reading	3	Hairgrove	ES9	SPED	19	80%	16	84%	28%	6	32%	*	0	0%
Reading	3	Hairgrove	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Hairgrove	ES9	High Focus	100	89%	90	90%	66%	67	67%	26%	27	27%
Reading	4	Hairgrove	ES9	All	121	89%	109	90%	72%	90	74%	40%	50	41%
Reading	4	Hairgrove	ES9	Hispanic	90	89%	81	90%	73%	68	76%	39%	36	40%
Reading	4	Hairgrove	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Hairgrove	ES9	Asian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Hairgrove	ES9	African Am.	18	82%	16	89%	45%	12	67%	*	8	44%
Reading	4	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Hairgrove	ES9	White	4	100%	4	100%	100%	4	100%	*	1	25%
Reading	4	Hairgrove	ES9	Two or More	7	*	6	86%	*	4	57%	*	3	43%
Reading	4	Hairgrove	ES9	Eco. Dis.	97	89%	87	90%	72%	72	74%	37%	37	38%
Reading	4	Hairgrove	ES9	EB	66	83%	56	85%	61%	41	62%	24%	17	26%
Reading	4	Hairgrove	ES9	At-Risk	75	86%	66	88%	66%	50	67%	32%	25	33%
Reading	4	Hairgrove	ES9	SPED	34	67%	23	68%	41%	15	44%	*	0	0%
Reading	5	Hairgrove	ES9	All	101	85%	87	86%	69%	71	70%	44%	45	45%
Reading	5	Hairgrove	ES9	Hispanic	81	83%	69	85%	67%	55	68%	45%	37	46%
Reading	5	Hairgrove	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Hairgrove	ES9	Asian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Hairgrove	ES9	African Am.	11	86%	10	91%	*	9	82%	*	3	27%
Reading	5	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Hairgrove	ES9	White	6	100%	6	100%	*	4	67%	*	3	50%
Reading	5	Hairgrove	ES9	Two or More	2	*	1	50%	*	2	100%	*	1	50%
Reading	5	Hairgrove	ES9	Eco. Dis.	89	84%	76	85%	67%	61	69%	44%	40	45%
Reading	5	Hairgrove	ES9	EB	53	75%	41	77%	55%	30	57%	23%	13	25%
Reading	5	Hairgrove	ES9	At-Risk	71	81%	59	83%	62%	45	63%	37%	27	38%
Reading	5	Hairgrove	ES9	SPED	28	50%	15	54%	*	0	0%	*	0	0%
Math	3	Hairgrove	ES9	All	107	82%	92	86%	52%	57	53%	18%	25	23%
Math	3	Hairgrove	ES9	Hispanic	87	83%	75	86%	53%	47	54%	19%	18	21%
Math	3	Hairgrove	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Hairgrove	ES9	Asian	3	*	3	100%	*	2	67%	*	2	67%
Math	3	Hairgrove	ES9	African Am.	11	76%	9	82%	41%	5	45%	*	2	18%
Math	3	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Hairgrove	ES9	White	1	100%	1	100%	*	1	100%	*	1	100%
Math	3	Hairgrove	ES9	Two or More	5	71%	4	80%	*	2	40%	*	2	40%
Math	3	Hairgrove	ES9	Eco. Dis.	88	81%	78	89%	50%	45	51%	18%	20	23%

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	Hairgrove	ES9	EB	63	78%	50	79%	37%	24	38%	10%	14	22%
Math	3	Hairgrove	ES9	At-Risk	70	76%	55	79%	45%	33	47%	18%	15	21%
Math	3	Hairgrove	ES9	SPED	19	72%	14	74%	*	0	0%	*	0	0%
Math	3	Hairgrove	ES9	Highly Mobile	0	*	0	*	*	0	*	*		*
Math	3	Hairgrove	ES9	High Focus	100	80%	84	84%	50%	51	51%	18%	19	19%
Math	4	Hairgrove	ES9	All	121	80%	100	83%	55%	69	57%	26%	36	30%
Math	4	Hairgrove	ES9	Hispanic	90	80%	73	81%	55%	50	56%	25%	27	30%
Math	4	Hairgrove	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	4	Hairgrove	ES9	Asian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Hairgrove	ES9	African Am.	18	73%	14	78%	*	10	56%	*	5	28%
Math	4	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Hairgrove	ES9	White	4	100%	4	100%	100%	4	100%	*	1	25%
Math	4	Hairgrove	ES9	Two or More	7	*	7	100%	*	3	43%	*	2	29%
Math	4	Hairgrove	ES9	Eco. Dis.	97	81%	80	82%	53%	52	54%	26%	27	28%
Math	4	Hairgrove	ES9	EB	66	76%	51	77%	43%	30	45%	20%	18	27%
Math	4	Hairgrove	ES9	At-Risk	75	76%	59	79%	43%	33	44%	21%	20	27%
Math	4	Hairgrove	ES9	SPED	34	59%	21	62%	19%	7	21%	*	0	0%
Math	5	Hairgrove	ES9	All	101	88%	90	89%	64%	66	65%	38%	39	39%
Math	5	Hairgrove	ES9	Hispanic	81	86%	71	88%	63%	53	65%	38%	30	37%
Math	5	Hairgrove	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Hairgrove	ES9	Asian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Hairgrove	ES9	African Am.	11	86%	10	91%	*	7	64%	*	5	45%
Math	5	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Hairgrove	ES9	White	6	100%	6	100%	*	4	67%	*	2	33%
Math	5	Hairgrove	ES9	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Math	5	Hairgrove	ES9	Eco. Dis.	89	87%	80	90%	65%	59	66%	37%	34	38%
Math	5	Hairgrove	ES9	EB	53	77%	42	79%	49%	27	51%	21%	20	38%
Math	5	Hairgrove	ES9	At-Risk	71	83%	60	85%	60%	43	61%	32%	26	37%
Math	5	Hairgrove	ES9	SPED	28	65%	19	68%	30%	9	32%	*	0	0%
Science	5	Hairgrove	ES9	All	101	84%	86	85%	51%	53	52%	24%	25	25%
Science	5	Hairgrove	ES9	Hispanic	81	82%	68	84%	49%	41	51%	23%	19	23%
Science	5	Hairgrove	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Hairgrove	ES9	Asian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Hairgrove	ES9	African Am.	11	86%	10	91%	*	7	64%	*	3	27%
Science	5	Hairgrove	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Hairgrove	ES9	White	6	100%	5	83%	100%	4	67%	*	1	17%
Science	5	Hairgrove	ES9	Two or More	2	*	2	100%	*	0	0%	*	1	50%
Science	5	Hairgrove	ES9	Eco. Dis.	89	83%	75	84%	48%	44	49%	21%	21	24%
Science	5	Hairgrove	ES9	EB	53	73%	40	75%	36%	20	38%	11%	12	23%
Science	5	Hairgrove	ES9	At-Risk	71	81%	58	82%	47%	34	48%	17%	16	23%
Science	5	Hairgrove	ES9	SPED	28	50%	15	54%	30%	9	32%	*	0	0%

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.