

Cypress-Fairbanks Independent School District

Sheridan Elementary School

2025-2026



Mission Statement

Sheridan will:

«Maintain high expectations and promote academic excellence for all.

«Create an environment in which all students and adults feel welcomed, respected, trusted, and engaged.

«Create an environment where we learn together and support each other.

«Foster a positive school climate of a caring community which respects and values diversity.

Vision

We believe all students can learn to their fullest capacity.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Sheridan is an elementary campus at Cypress Fairbanks ISD in Katy, Texas. **Sheridan** opened its doors in **1992**. **Sheridan Elementary** is projected to serve **914** students in grades **Pre-K -5th grade range** during the 2025-2026 school year, which is an increase from the previous year of **60 students**.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Sheridan'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 **in May 2025**, and again in **September 2025 CPOC**.

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 14, 2025, CPOC**, and on **(October 3, 2024, CPOC)**. The meetings were held in the **(Library)** at **(Sheridan Elementary)**. We plan to meet again on **(September 25, November 25, and May 2026 date)** to review and revise the CNA as needed.

At the first meeting on **(MAY 2025 CPOC)**, **(explain what happened at the MAY meeting)**
We evaluated data for Primary MAP and mClass BOY and MOY assessments and analyzed the trends.
We Evaluated the recent data for ELAR for grades 2, 3, 4, and 5 and analyzed the trends.
We evaluated the recent data for Math for grades 2,3,4,5 and analyzed the trends.

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

(Bulleted list of data reviewed by CPOC at the May 2025 meeting)

At the second meeting on (September 2025 CPOC meeting date), the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

- Strengths and Weaknesses - Needs Assessment - 2025
- **Math**
Strengths:(3)
 - 2nd grade white population got 100% Feb. DPM and April DPM
 - 1st grade, all sub-pops are aligned, a minimal gap between the sub-pop population
 - 5th Grade special ed population grew from 14% to 48
- **Science**
 - The 3rd grade met Approaches, Meets, and Masters Strategic Plan campus targets for 2024-2025.
 - The 4th-grade science white population was at 83% compared to an overall range of 74-82%.
 - 3rd and 4th science scores were aligned with the district.
- ELAR
- - Kindergarten scored a 9% increase in class from BOY to MOY
 - 4th Grade scores were aligned with the district, with all four assessments
 - 4th and 5th-grade Masters and Meets increased by 10 points.
- Summary of Strength after STAAR Test Score analysis - Included in the Sheridan focus plan.

Notable Strengths: Significant Growth was made in all student groups in Math, and the gap between groups improved. Academic Achievement improved in all student groups (except white) in Math. ELA student group data also show gains and a reduction in the gap.

- Area of weakness after STAAR Test Analysis
- While growth is gained in Math, the scores are still below the district average. Science STAAR achievement is significantly below the district average.

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 (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our first identified priority problem is:

3-5 grade students in Math at masters are all well below the campus goal of 20%

Through the root cause analysis process, we identified:

- The rigor in classroom questioning does not translate to application on tests. Higher Order Questioning
- Differentiate planning needs to address the needs that can be addressed during collaborative planning.

Our second identified priority problem in the area of **student achievement** is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our Hispanic population group in 5th grade underperformed on each Science assessment

Through the root cause analysis process, we identified:

- There needs to be a hands-on application and bridging it to question stems. 3D to 2D application strategy
- Increase vocabulary words/be more consistent with the application of interactive word walls.

Our third identified priority problem is in the area of (select attendance, graduation rate, attendance, CCMR, behavior management etc.) is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Special education populations in grades 3, 4, and 5 are significantly underperforming compared to other populations.

Through the root cause analysis process, we identified:

- Including Resource/ICS staff to PDs presented to Gen Ed teachers, Have them attend Collaborative plannings/ align schedules.
- Be purposeful on student-sped scheduled minutes.
- Teacher training/Closing the gap time.

Student Achievement

Student Achievement Summary

(Sheridan)' needs assessment process is described below.

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Student Achievement Strengths

- **Math**

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- Student Academic Strength - Students in Grade 5 Math, including those from Hispanic, economically disadvantaged, and emergent bilingual backgrounds, performed above the CIP target.

- Students in Grade 4, Reading, including Hispanic, White, Economically disadvantaged, and At Risk group performed above the CIP target.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Student achievement levels at Sheridan Elementary remain below the district average for Hispanic and African American Populations in the areas of Math and science, categorized as Approaches and Meets.

Root Cause: Instructional Focus Root Cause #1: Teachers in grades 3 and 5 lack more profound content knowledge to implement differentiated instruction. The WeClimb data we collected reflects that the teacher's questioning strategy was limited to the knowledge and comprehension level.

Problem Statement 2: Instructional Focus Problem #2: Student achievement levels at Sheridan Elementary remain below the district average for Hispanic and African American Populations in the areas of Math and science, categorized as Approaches and Meets.

Root Cause: Instructional Focus Root Cause #2: We are not providing our students with sufficient hands-on experience in Math and Science.

Problem Statement 3: Instructional Focus Problem #3: Student achievement levels at Sheridan Elementary remain below the district average for Hispanic and African American Populations in the areas of Math and science, categorized as Approaches and Meets.

Root Cause: Instructional Focus Root Cause #3: The WeClimb data we collected indicates that the teacher's questioning strategy was limited to the knowledge and comprehension level.

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: Class Size Reduction Teachers and Behavior Specialist

School Culture and Climate

School Culture and Climate Summary

Sheridan Elementary is a PBIS Campus. Our campus continues to foster a welcoming and inclusive environment where every student feels safe, valued, and supported. The collective efforts of staff, students, and families have contributed to a positive school culture that emphasizes academic growth, social-emotional learning, and community partnerships. Teachers and staff build strong connections with students, encouraging mutual respect and trust. Regular communication with families supports student success and strengthens home-school collaboration. The campus prioritizes student safety through clear expectations, consistent discipline practices, and restorative approaches that encourage accountability and growth. Social-emotional supports,

School Culture and Climate Strengths

Sheridan elementary students earned a total of 1384941 PBIS points in the 2024-25 school year. Out-of-school suspensions remained under 2%.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The frequency of walkie calls has been increased, which interferes with focus on instructional leadership and student engagement.

Root Cause: We need to implement consistent and proactive classroom management strategies and campus-wide behavior expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sheridan Elementary focuses on recruiting, developing, and retaining highly qualified and effective personnel reflective of our student demographics. In the 2024-25 school year, Sheridan Elementary focused on reducing teacher workload. Our staff retention rate is above 90% for the period from 2024-25 to 2025-26.

Staff Quality, Recruitment, and Retention Strengths

90% of the Sheridan Elementary staff was retained. All teachers and staff are highly qualified and effective.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We are facing an ongoing problem of recruiting certified teachers.

Root Cause: We need to focus on reducing teacher workload and providing peer collaboration.

Family and Community Engagement

Family and Community Engagement Summary

Sheridan Elementary is committed to fostering a positive, inclusive, and collaborative school culture that values strong partnerships between families, staff, and the broader community. Family involvement has increased by at least 20% compared to the previous years. Our family nights are focused on well-rounded education in Reading, Science, Math, and physical education.

Family and Community Engagement Strengths

Sheridan Elementary's key strengths are its welcoming and inclusive environment, where staff actively build positive relationships with students and families. The school maintains consistent communication through newsletters, parent-teacher conferences, and digital platforms, helping families stay informed and engaged. Family events, cultural celebrations, and volunteer opportunities have fostered a sense of community and belonging, contributing to increased trust and collaboration between home and school. Attendance for family nights has increased by 20%.

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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening First Instruction in Math by focusing on collaborative planning to move to a higher level of teacher discourse to increase teacher content knowledge in grades 3 and 5, specifically. Strategy: Use WeClimb data more frequently during collaborative planning sessions. Strategy's Expected Result/Impact: At least 90% of collaborative planning sessions will demonstrate evidence of teacher discourse that focuses on sharing strategies, analyzing student work, and discussing data. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 2 Details		Formative Reviews		
Strategy 2: Instructional Focus: Strengthening First Instruction in Math by focusing on collaborative planning to move to a higher level of teacher discourse to increase teacher content knowledge in grades 3 and 5, specifically. Strategy: Spotlight intense First Instruction with teachers, by Video, PD share sessions, and/or at staff meeting. Strategy's Expected Result/Impact: This will strengthen teacher capacity, promote consistency in high-quality instruction, and improve student achievement by ensuring rigorous and engaging first-teach practices across classrooms, resulting in at least a 5-10% increase in student mastery on unit assessments/benchmarks and STAAR. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	May
		 Some Progress	 Some Progress	 Considerable
Strategy 3 Details		Formative Reviews		
Strategy 3: Instructional Focus: Strengthening First Instruction in Math by focusing on collaborative planning to move to a higher level of teacher discourse to increase teacher content knowledge in grades 3 and 5, specifically. Strategy: Focus on the data to guide a focused instructional plan to re-teach TEKS during Closing the Gaps, Tutorials and Camps. Strategy's Expected Result/Impact: This will ensure targeted support for students who are not meeting grade-level expectations, leading to improved mastery, accelerated growth, and a reduction in achievement gaps, resulting in a Decrease in the percentage of students in the Did Not Meet category by at least 5% in each tested area. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	May
		 Some Progress	 Some Progress	 Considerable
Strategy 4 Details		Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Considerable

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: the Fun Run, Holiday Music Concert, Art activities, Student Leadership activities, Safety Patrol student leadership team, and Field Day and Field trips for Grade 1 and Grade 4 to promote a Well-Rounded education. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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: Class size reductions for teachers in grades 3,5, and P.E and a Behavior Specialist to enhance engagement, accelerate learning, and improve student achievement across all subgroups 2. Extra Duty: 1st - 5th-grade teachers will tutor before/ after school to close the learning gaps. Tutoring will provide personalized, data-driven support to accelerate learning, strengthen TEKS mastery, and close achievement gaps among subpopulations. Teachers will participate in ongoing, targeted staff development focused on curriculum alignment, instructional best practices, and the use of data to guide teaching. This will enhance teacher capacity, ensure consistency in high-quality instruction, and result in measurable gains in student achievement across all subgroups. 3. Contracted Services: Hands-on Science enrichment experiences through enquiry-based learning with the Garden Lady. 4. Instructional Supplies: Sheridan will purchase printer ink to support teachers' materials in the classroom, STEAM consumables to enrich the curriculum to support hands-on labs, math manipulatives to supplement the curriculum to support hands-on math concepts, tutoring snacks, and any additional supplies to help students reach their expected targets on the CIP target table. 5. Library Books: Purchase updated, diverse, and leveled library books to increase student access to high-quality reading materials. This will promote literacy development, strengthen comprehension and vocabulary, and support academic achievement across all content areas. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Offer enrichment opportunities, such as choir, art, and running club, to increase student engagement, foster creativity and teamwork, and cultivate a stronger sense of belonging. Strategy's Expected Result/Impact: This will enhance student motivation, attendance, and behavior, ultimately leading to improved academic achievement and overall school success. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 8 Details		Formative Reviews		
Strategy 8: Improving Student Engagement: Offer enrichment opportunities, such as choir, art, and running club, to increase student engagement, foster creativity and teamwork, and cultivate a stronger sense of belonging. Strategy's Expected Result/Impact: These programs will positively impact student attendance by motivating participation and reducing absenteeism to 3%. Additionally, showcasing student achievements and inviting families to events will strengthen home-school partnerships, encourage active family involvement, enhance communication between parents and the campus, and increase parent attendance at family night by 10%. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists.		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Considerable
Strategy 9 Details		Formative Reviews		
Strategy 9: We will offer enrichment opportunities, such as choir, art, and running club, to increase student engagement, foster creativity and teamwork, and cultivate a stronger sense of belonging. Strategy's Expected Result/Impact: These programs will positively impact student attendance by motivating participation and reducing absenteeism to 3%. Additionally, showcasing student achievements and inviting families to events will strengthen home-school partnerships, encourage active family involvement, enhance communication between parents and the campus, and increase parent attendance at family night by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Considerable
Strategy 10 Details		Formative Reviews		
Strategy 10: 1-3: Ensure all struggling readers meet or exceed grade-level benchmarks on Amira through targeted interventions, progress monitoring, and family engagement. 1) Use Amira assessment data to identify students below mastery level. 2) Group students by skill needs for targeted instruction. 3) Implement small-group reading interventions focused on phonics, fluency, and comprehension. 4) Schedule daily or frequent practice sessions with Amira, supplemented by teacher-led instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.		Formative		
		Nov	Feb	May
		 Some Progress	 Some Progress	 Considerable
Strategy 11 Details		Formative Reviews		
Strategy 11: 4-5: Ensure all 4th and 5th-grade students who did not pass the Reading STAAR reach Amira mastery scores through targeted interventions, frequent progress monitoring, and family engagement. We will conduct grade-level team meetings to analyze data and plan targeted interventions. Provide professional development on strategies to accelerate reading growth for struggling readers. Strategy's Expected Result/Impact: Improvement in fluency, comprehension, and phonics skills as measured by Amira reports. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.		Formative		
		Nov	Feb	May
		 Some Progress	 Some Progress	 Considerable



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: We will utilize a data-driven approach to ensure all students meet or exceed their projected RIT scores on MAP assessments and achieve MClass mastery benchmarks. Teachers will analyze assessment data to identify learning gaps and plan targeted, differentiated instruction, including small-group interventions, tutorials, and enrichment opportunities. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	Some Progress	Some Progress	Considerable
No Progress Accomplished Continue/Modify Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will ensure all K-2 students demonstrate at least 2% growth in MAP assessment scores through targeted instruction, progress monitoring, and family engagement. We will use MAP data to identify students performing below or near grade-level expectations. Teachers will provide differentiated instruction in reading and math aligned with individual RIT levels. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff will be trained on safety procedures and protocols during August PD and during the school staff meetings. Strategy's Expected Result/Impact: Staff will appropriately respond to safety drills and Protocols. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct Weekly Door Sweeps throughout the year. Strategy's Expected Result/Impact: Campus door sweeps will be conducted and documented weekly. We will monitor the door sweeps daily. Any observed issues will be addressed with appropriate personnel. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 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 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96 % overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, PBIS Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, PBIS Committee, Teachers, Behavior Interventionist	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
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	 Some Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2025-26 school year, teacher/paraprofessional attendance will increase by 7%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some 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

Summative Evaluation: Met Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists		Formative		
		Nov	Feb	May
		 Some Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Parent and Family Engagement: By the end of the 2025-26 school year, parent and family engagement is expected to increase by 10%.

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: Weekly posts will highlight student achievements, staff accomplishments, school events, and community partnerships. Strategy's Expected Result/Impact: parent and family engagement is expected to increase by 10% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Social media platforms will be used to share timely updates, celebrate successes, and encourage family and community participation in school programs. Strategy's Expected Result/Impact: parent and family engagement is expected to increase by 10% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Engagement will be tracked through metrics such as post reach, comments, shares, and event attendance, to increase parent and community interaction by at least 20% over the school year. Strategy's Expected Result/Impact: Parent and Community Engagement will increase by at least 20% over the school year Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Some Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: To promote academic excellence using social media, the Wall of Fame (attendance and A/B honor roll) is shared in the newsletters and on our website. Strategy's Expected Result/Impact: Our parent involvement increases by 10% for each family night. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

Addendums

Campus

Sheridan

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	38%	41%	44%	47%	50%
Masters Grade Level	17%	20%	23%	26%	29%

2025-26	Target Check
87%	Met District Strategic Target
60%	Met District Strategic Target
33%	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	46%	48%			
African Am.	52%	54%			
Two or More	33%	35%			
Eco. Dis.	41%	43%			
EB	35%	37%			
SPED	18%	20%			
Highly Mobile	0%	2%			
High Focus	42%	44%			

2025-26	Target Check
61%	Met Reading Board Outcome Target
64%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
41%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
59%	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	32%	34%			
African Am.	25%	27%			
Two or More	0%	2%			
Eco. Dis.	27%	29%			
EB	28%	30%			
SPED	18%	20%			
Highly Mobile	0%	2%			
High Focus	27%	29%			

2025-26	Target Check
61%	Met Math Board Outcome Target
56%	Met Math Board Outcome Target
67%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
47%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
47%	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	Sheridan	ES6	All	140	76%	125	89%	46%	86	61%	19%	48	34%
Reading	3	Sheridan	ES6	Hispanic	62	69%	55	89%	40%	35	56%	18%	20	32%
Reading	3	Sheridan	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Sheridan	ES6	Asian	2	100%	2	100%	71%	2	100%	*	1	50%
Reading	3	Sheridan	ES6	African Am.	70	80%	62	89%	52%	45	64%	18%	25	36%
Reading	3	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Sheridan	ES6	White	3	80%	3	100%	*	2	67%	*	1	33%
Reading	3	Sheridan	ES6	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Reading	3	Sheridan	ES6	Eco. Dis.	113	72%	90	80%	41%	60	53%	15%	35	31%
Reading	3	Sheridan	ES6	EB	47	73%	37	79%	35%	27	57%	*	15	32%
Reading	3	Sheridan	ES6	At-Risk	50	71%	38	76%	37%	28	56%	12%	15	30%
Reading	3	Sheridan	ES6	SPED	32	59%	24	75%	*	13	41%	*	7	22%
Reading	3	Sheridan	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Sheridan	ES6	High Focus	127	73%	100	79%	42%	75	59%	15%	38	30%
Reading	4	Sheridan	ES6	All	135	79%	120	89%	59%	88	65%	19%	47	35%
Reading	4	Sheridan	ES6	Hispanic	58	81%	52	90%	56%	35	60%	17%	20	34%
Reading	4	Sheridan	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Sheridan	ES6	Asian	7	100%	7	100%	86%	6	86%	*	3	43%
Reading	4	Sheridan	ES6	African Am.	60	68%	51	85%	52%	38	63%	13%	20	33%
Reading	4	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Sheridan	ES6	White	7	92%	7	100%	85%	6	86%	46%	3	43%
Reading	4	Sheridan	ES6	Two or More	3	100%	3	100%	71%	3	100%	*	1	33%
Reading	4	Sheridan	ES6	Eco. Dis.	95	77%	85	89%	54%	62	65%	15%	35	37%
Reading	4	Sheridan	ES6	EB	34	66%	25	74%	41%	20	59%	*	13	38%
Reading	4	Sheridan	ES6	At-Risk	38	72%	32	84%	46%	25	66%	12%	12	32%
Reading	4	Sheridan	ES6	SPED	27	43%	20	74%	17%	11	41%	*	8	30%
Reading	5	Sheridan	ES6	All	147	73%	130	88%	58%	100	68%	30%	53	36%
Reading	5	Sheridan	ES6	Hispanic	66	83%	58	88%	59%	43	65%	29%	25	38%
Reading	5	Sheridan	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Sheridan	ES6	Asian	6	100%	6	100%	100%	6	100%	*	3	50%
Reading	5	Sheridan	ES6	African Am.	55	57%	49	89%	52%	38	69%	26%	18	33%
Reading	5	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Sheridan	ES6	White	13	78%	11	85%	56%	9	69%	*	4	31%
Reading	5	Sheridan	ES6	Two or More	6	*	5	83%	*	3	50%	*	2	33%
Reading	5	Sheridan	ES6	Eco. Dis.	108	72%	95	88%	56%	75	69%	31%	35	32%
Reading	5	Sheridan	ES6	EB	38	78%	32	84%	63%	25	66%	26%	12	32%
Reading	5	Sheridan	ES6	At-Risk	88	63%	76	86%	48%	45	51%	22%	25	28%
Reading	5	Sheridan	ES6	SPED	28	38%	21	75%	*	12	43%	*	7	25%
Math	3	Sheridan	ES6	All	140	54%	125	89%	32%	85	61%	7%	44	31%
Math	3	Sheridan	ES6	Hispanic	62	57%	53	85%	38%	40	65%	*	19	31%
Math	3	Sheridan	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Sheridan	ES6	Asian	2	86%	2	100%	*	2	100%	*	1	50%
Math	3	Sheridan	ES6	African Am.	70	48%	64	91%	25%	39	56%	*	22	31%
Math	3	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Sheridan	ES6	White	3	50%	3	100%	*	2	67%	*	1	33%
Math	3	Sheridan	ES6	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	3	Sheridan	ES6	Eco. Dis.	113	49%	100	88%	27%	57	50%	9%	35	31%

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	Sheridan	ES6	EB	47	56%	40	85%	28%	25	53%	*	15	32%
Math	3	Sheridan	ES6	At-Risk	50	47%	42	84%	26%	25	50%	*	15	30%
Math	3	Sheridan	ES6	SPED	32	27%	25	78%	*	15	47%	*	8	25%
Math	3	Sheridan	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Sheridan	ES6	High Focus	127	50%	91	72%	27%	60	47%	8%	39	31%
Math	4	Sheridan	ES6	All	135	58%	115	85%	32%	70	52%	12%	41	30%
Math	4	Sheridan	ES6	Hispanic	58	50%	53	91%	30%	29	50%	11%	18	31%
Math	4	Sheridan	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Sheridan	ES6	Asian	7	100%	7	100%	100%	5	71%	71%	2	29%
Math	4	Sheridan	ES6	African Am.	60	55%	45	75%	20%	29	48%	*	18	30%
Math	4	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Sheridan	ES6	White	7	85%	7	100%	54%	5	71%	*	2	29%
Math	4	Sheridan	ES6	Two or More	3	71%	3	100%	*	2	67%	*	1	33%
Math	4	Sheridan	ES6	Eco. Dis.	95	52%	70	74%	26%	54	57%	11%	30	32%
Math	4	Sheridan	ES6	EB	34	41%	25	74%	24%	18	53%	*	12	35%
Math	4	Sheridan	ES6	At-Risk	38	42%	28	74%	20%	20	53%	9%	12	32%
Math	4	Sheridan	ES6	SPED	27	23%	20	74%	*	15	56%	*	8	30%
Math	5	Sheridan	ES6	All	147	61%	130	88%	36%	80	54%	18%	47	32%
Math	5	Sheridan	ES6	Hispanic	66	52%	54	82%	33%	35	53%	10%	20	30%
Math	5	Sheridan	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Sheridan	ES6	Asian	6	*	6	100%	*	3	50%	*	2	33%
Math	5	Sheridan	ES6	African Am.	55	65%	51	93%	33%	30	55%	20%	18	33%
Math	5	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Sheridan	ES6	White	13	78%	12	92%	56%	8	62%	*	4	31%
Math	5	Sheridan	ES6	Two or More	6	*	6	100%	*	3	50%	*	2	33%
Math	5	Sheridan	ES6	Eco. Dis.	108	58%	85	79%	36%	60	56%	19%	35	32%
Math	5	Sheridan	ES6	EB	38	44%	28	74%	37%	20	53%	19%	12	32%
Math	5	Sheridan	ES6	At-Risk	88	48%	63	72%	25%	48	55%	10%	26	30%
Math	5	Sheridan	ES6	SPED	28	33%	21	75%	*	15	54%	*	9	32%
Science	5	Sheridan	ES6	All	147	59%	117	80%	24%	82	56%	10%	48	33%
Science	5	Sheridan	ES6	Hispanic	66	56%	50	76%	17%	37	56%	*	20	30%
Science	5	Sheridan	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Sheridan	ES6	Asian	6	*	5	83%	*	3	50%	*	2	33%
Science	5	Sheridan	ES6	African Am.	55	56%	45	82%	24%	32	58%	9%	18	33%
Science	5	Sheridan	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Sheridan	ES6	White	13	78%	11	85%	*	6	46%	*	5	38%
Science	5	Sheridan	ES6	Two or More	6	*	5	83%	*	3	50%	*	2	33%
Science	5	Sheridan	ES6	Eco. Dis.	108	60%	80	74%	24%	55	51%	9%	34	31%
Science	5	Sheridan	ES6	EB	38	41%	28	74%	22%	20	53%	*	12	32%
Science	5	Sheridan	ES6	At-Risk	88	48%	65	74%	14%	42	48%	*	28	32%
Science	5	Sheridan	ES6	SPED	28	25%	21	75%	*	14	50%	*	9	32%

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.