

Cypress-Fairbanks Independent School District

Yeager Elementary School

2025-2026



Mission Statement

Yeager is a safe place for all students to learn, grow and become their best self.

Vision

Yeager Elementary empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. At Yeager, our statement, “Together We Swarm” reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high-quality learning experiences to create life-long learners.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Yeager Elementary is a campus in Houston, TX. Yeager Elementary is projected to serve 720 students in grades Pk - 5 during the 2025-26 school year, which is a decrease from the previous year of 772.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Yeager'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 22, 2025, and again on September 25, 2025. The meetings were held in the Yeager Library. We plan to meet again on November 13, 2025, February 26, 2026, and May 14, 2026, to review and revise the CNA as needed.

At the first meeting on CPOC in May 22, 2025:

The Principal presented slides to review the CIP goals and strategies that had been set for the 24-25 school year. The scores from all major assessments were shared with the committee. The Principal shared current quantitative and qualitative data. Each strategy was reviewed for effectiveness and status of completion. All committee members gave input on the percentage toward completion of goals for formative reviews. The committee began a Needs assessment for the 2025-2026 school year. The committee also determined the best way to utilize Title 1 funds for Yeager was by funding class-size-reduction teacher allocations.

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

- K-2 DPM, MAP, AMIRA

- 3-5 DPM, MAP, AMIRA
- Benchmark scores
- Qualitative evidence used to recap of school-wide improvement focus areas: community involvement activities, use of temp workers, behavior comparison (DMC call logs), Community Outreach activities, field trips, cultural arts events, Gamification of academic strategy use, new teacher support team, efforts to increase student engagement with high-yield instructional strategies and data-based lesson planning.

At the second meeting on September 25, 2025, the CPOC committee evaluated the 2024 STAAR scores and accompanying reports, reviewed the three identified priorities from the May 2025 CPOC meeting, and discussed the correlation between the May focus areas and those evidenced by the STAAR data/ Instructional Focus Plan.

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: Our Emergent Bilingual Students did not meet the CIP targets and were outscored by the district as well as the cluster. Through the root cause analysis process, we identified that we need to increase our use of hands-on, relevant, fast-paced, engaging learning experiences.

Our second identified priority problem in the area of **student achievement** is: Our Special Education Students did not meet the CIP targets and were outscored by the district as well as the cluster. Through the root cause analysis process, we identified that we need to develop our ability to monitor individual student progress and use that data to prescriptively remediate as well as accelerate our student learning. .

Our third identified priority problem is in the area of **attendance**. Yeager has high mobility and a low attendance rate for both students and staff. Through the root cause analysis process, we identified that we need to develop a more inclusive and engaging school culture and increase our support of our newest teachers.

Student Achievement

Student Achievement Strengths

Our campus earned a B rating! We grew from an overall score of 71 in 2024 to an overall score of 89 in 2025! On the Math STAAR, our 3rd grade white students surpassed our CIP target (68%) and outscored the district (88%) as well as the cluster (81%) with an 89% passing rate. Our 4th grade AA students surpassed our CIP target (43%) and outscored the district (55%) as well as the cluster (61%) with a 71% passing rate. Our 5th grade At-Risk population met the CIP target (62%), tied with the district (62%), and outscored the cluster (57%) with a 62% passing rate. On the Reading STAAR, our 3rd grade white students surpassed our CIP target (84%) and outscored the district (92%) as well as the cluster (88%) with an 94% passing rate. Our 4th grade AA students surpassed our CIP target (70%) and outscored the district (77%) as well as the cluster (84%) with a 96% passing rate. Our 5th grade white students surpassed the CIP target (85%) and outscored the district (89%) as well as the cluster (77%) with a 92% passing rate. Our campus showed growth in 5th grade science by raising our overall passing percentage from 52% in 2024 to 59% in 2025.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our Emergent Bilingual Students did not meet the CIP targets and were outscored by the district as well as the cluster.

Root Cause: Instructional Focus Root Cause #1: For struggling students (especially special education, at-risk, and emergent bilingual), we need to increase our use of hands-on, relevant, fast-paced, engaging learning experiences.

Problem Statement 2: Instructional Focus Problem #2: Our Special Education Students did not meet the CIP targets and were outscored by the district as well as the cluster.

Root Cause: Instructional Focus Root Cause #2: Special Education students are underperforming in all core content areas. We need to develop our ability to monitor individual student progress and use that data to prescriptively remediate as well as accelerate our student learning.

Problem Statement 3: Instructional Focus Problem #3: Yeager has high mobility and a low attendance rate for both students and staff.

Root Cause: Instructional Focus Root Cause #3: In order to meet the needs of our most vulnerable student populations, we need to develop a more inclusive and engaging school culture and increase our support of our newest teachers.

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 in 3rd, 4th, and 5th grades

School Culture and Climate

School Culture and Climate Strengths

Yeager is celebrating it's 50th birthday this year! The campus has a long-standing tradition of community engagement and many staff members have spent their entire career at Yeager. We collaborate, communicate, and celebrate often. Staff attendance was better in 24-25 than in 23-24. Student attendance was at 93.62%.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Yeager would like to increase its collaborative culture and develop an environment of staff growth and achievement.

Root Cause: We need to provide a focused framework for learning and growing as well as a specific format for sharing ideas and professional development.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Yeager increased awareness in collecting, analyzing, and using student data to set and track goals. We were fortunate to utilize district coaching support for many of our new teachers. Our Employee Perception Survey indicates that 100% of our staff feel that

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Yeager needs to increase opportunities for professional growth and development.

Root Cause: We need to establish a system of support for new employees and develop a way for staff to access professional development on campus, since our daily hours prevent us from attending district provided staff development courses.

Family and Community Engagement

Family and Community Engagement Strengths

Yeager is fortunate to benefit from a very supportive VIPS committee. We also hold large community outreach events in the fall and spring. These events were well-attended.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Yeager needs to increase day-to-day parent involvement as well as our communication efforts.

Root Cause: We need to provide more opportunities for parents to volunteer or participate in the daily operations of the school. Spanish speaking parents may feel excluded, we have limited parking, and sometimes parents do not know all of the details of the event or fully understand the importance of the relationship between the school and home.

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: We will develop a more inclusive and engaging school culture and increase our support of our newest teachers. Strategy: We will implement school-wide, self-selected Professional Learning Committees. All staff will have the opportunity to explore high yield instructional strategies, methods for building student investment, as well as techniques for increasing professional efficacy. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: We will increase our use of prescriptive, hands-on, relevant, fast-paced, engaging interventions and learning experiences. Strategy: We will increase collaboration between Special Education case managers, Instructional Specialists, Gen Ed teachers, and ICS paras to ensure full and effective implementation of student IEP accommodations, supports, and goals by implementing monthly meeting and training opportunities. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 No Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: We need to develop our ability to monitor individual student progress and use that data to prescriptively remediate as well as accelerate our student learning. Strategy: We will construct a student tracking team that will formally monitor student interventions and progress made on both academic as well as behavioral achievements. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Name That Book, 4th and 5th Grade Choir, Destination Imagination, Action-Based-Learning Lab Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1) Salaries - Our Title 1 funds pay for class size reduction teachers as well as their substitutes in 3rd, 4th, and 5th grades. 2) Provide supplemental instructional supplies and materials to be used during our PAFE Community Involvement events (Dance through the Decades in October and Yeager Birthday Bash in April). Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Yeager will create additional opportunities for students to engage on campus, outside of instruction. (Choir, Student Council, Name That Book, Destination Imagination, ABL, etc) Strategy's Expected Result/Impact: Students will have opportunities to develop and explore interests and habits on campus, outside of the classroom, thus increasing their sense of belonging and engagement. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Yeager will increase opportunities for students to engage off-campus activities that promote a sense of school-pride and engagement. Strategy's Expected Result/Impact: Students will attend activity-based spirit nights in addition to restaurant spirit nights. This will increase opportunities for families to meet and form relationships. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers, VIPS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 9 Details	Formative Reviews		
Strategy 9: Evidence-based school improvement strategy: We will provide intentional training for Special Education Case Managers, ICS Paraprofessionals, and General Education Teachers to ensure that specific student data is used to modify instruction and ensure academic growth for each student receiving Special Education Services. Campus monitoring plan: Case Managers will meet with and provide student-specific training for ICS paras on November 18th, January 20th, March 24th, and April 28th. Case Managers will meet with Gen ed teachers that serve students on their caseload during scheduled SpEd collaboration meetings on December 2nd, February 17th, and May 5th. Admin will attend all meetings and implement specific data trackers to monitor student progress. District monitoring plan: District SpEd Coordinators and Curriculum Team will meet with Instructional Coaches, Gen Ed Teachers, and ICS Paraprofessionals to provide training and offer targeted support for specific student needs. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: none needed District reallocation of resources to support the strategy: none needed Strategy's Expected Result/Impact: Special education (current) student performance goals: RLA Meets or Higher: 26% Math Meets or Higher: 29% Student Success (Domain I Component Score): 23 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 No Progress	 Some Progress	 Some Progress
Strategy 10 Details	Formative Reviews		
Strategy 10: 1-3: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 11 Details	Formative Reviews		
Strategy 11: 1-3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 12 Details	Formative Reviews		
Strategy 12: 1-3: 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 13 Details	Formative Reviews		
Strategy 13: 1-3: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 14 Details	Formative Reviews		
Strategy 14: 4-5: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 15 Details	Formative Reviews		
Strategy 15: 4-5: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	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: Some 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	Formative		
	Nov	Feb	May
	 Considerable	 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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP Data

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	Formative		
	Nov	Feb	May
	 Moderate 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	Formative		
	Nov	Feb	May
	 Considerable	 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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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: Campus Safety: Lessons on character education will be taught each month, along with anti-victimization lessons from our school counselors, Bringing out the Best lessons, and classroom-specific morning meetings. Students, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee	Formative		
	Nov	Feb	May
	 Considerable	 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: Assistant Principal, 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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. Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive behaviors over violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will attend training in PBIS and Restorative Practices. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, PBIS Team	Formative		
	Nov	Feb	May
	 No Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 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
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 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: Provide incentives for staff attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 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: All teachers will participate in High-Quality Professional Development. Teachers will be provided with opportunities to attend self-selected professional development in the areas of classroom management, content-specific instructional models, as well as meeting the social-emotional needs of students. Strategy's Expected Result/Impact: Teachers will deliver engaging lessons and implement strategies to build classroom community. Staff Responsible for Monitoring: Instructional Specialists, APs, Principal, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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: Yeager will add social media monitoring to the admin meeting agenda Strategy's Expected Result/Impact: The admin team will monitor the number of posts as well as type (academic, notification, grade-level specific, etc) that are created each week. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Yeager will ask parents to post their pictures in the comments section of our posted pictures of community outreach events. Strategy's Expected Result/Impact: We will see an increase in parent participation at events and will see more positive images shared with our community. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Yeager will increase school-community communication by ensuring that there are both physical and electronic versions of school communication disseminated. Strategy's Expected Result/Impact: Parents will have ample opportunities to be informed regarding school events and opportunities for involvement. Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Yeager will increase opportunities for parent engagement by adding grade-level family outreach events. Strategy's Expected Result/Impact: Increased Parent and Community Engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	 No Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Kerri Dale	Principal
Teacher #1	Cecelia Ramirez	Pre-K Teacher
Teacher #2	Kimberly Ceconi	Kindergarten Teacher
Teacher #3	Melissa Anciso	1st grade Teacher
Teacher #4	Marisa Ochoa	2nd grade Teacher
Teacher #5	Patricia Olvera	3rd grade Teacher
Teacher #6	Amy Hodge	4th grade Teacher
Teacher #7	Josue Rodriguez	5th grade Teacher
Teacher #8	Stephanie Casas	Math Intervention Teacher
Other School Leader (Nonteaching Professional) #1	Stevie Margrieter	Primary Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Tammy Marrero	ELAR Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Duyen Phan	M&S Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Michelle Harrington	Counselor
Other School Leader (Nonteaching Professional) #5	Kimberly Cutbirth	Assistant Principal
Other School Leader (Nonteaching Professional) #6	Nicole Barnes	Assistant Principal
Paraprofessional #1	Edith Perez	School Secretary
Paraprofessional #2	Katie Kennedy	ECSE Paraprofessional
Administrator LEA #1	Tracy McDaniel	Administrator LEA #1
Administrator LEA #2	Michelle Truitt	Administrator LEA #2
Parent #1	Melissa Dew	Parent #1
Parent #2	Ellen Lee	Parent #2
Community Member #1	Elizabeth Sanders	Tucker Industries
Community Member #2	Leslie Francis	John Wesley Methodist
Business Representative #1	Erick Medina	Cane's
Business Representative #2	Javier Serrato	TDECU
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

Yeager

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	40%	43%	46%	49%	52%
Masters Grade Level	16%	19%	22%	25%	28%

2025-26	Target Check
73%	Met District Strategic Target
45%	Met District Strategic Target
21%	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	51%	53%			
African Am.	54%	56%			
Hispanic	34%	36%			
Eco. Dis.	40%	42%			
EB	13%	15%			
SPED	6%	8%			
Highly Mobile	100%	100%			
High Focus	37%	39%			

2025-26	Target Check
53%	Did not meet Reading Target
65%	Met Reading Board Outcome Target
39%	Met Reading Board Outcome Target
41%	Did not meet Reading Target
18%	Met Reading Board Outcome Target
10%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
38%	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	36%	38%			
African Am.	21%	23%			
Hispanic	23%	25%			
Eco. Dis.	24%	26%			
EB	13%	15%			
SPED	6%	8%			
Highly Mobile	100%	100%			
High Focus	24%	26%			

2025-26	Target Check
43%	Met Math Board Outcome Target
26%	Met Math Board Outcome Target
34%	Met Math Board Outcome Target
25%	Did not meet Math Target
3%	Did not meet Math Target
5%	Did not meet Math Target
*	Met Math Board Outcome Target
25%	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	Yeager	ES5	All	104	71%	77	74%	51%	55	53%	26%	28	27%
Reading	3	Yeager	ES5	Hispanic	59	59%	36	61%	34%	23	39%	11%	9	15%
Reading	3	Yeager	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Yeager	ES5	Asian	5	*	5	100%	*	5	100%	*	4	80%
Reading	3	Yeager	ES5	African Am.	23	79%	19	83%	54%	15	65%	25%	6	26%
Reading	3	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Yeager	ES5	White	9	94%	9	100%	88%	9	100%	71%	7	78%
Reading	3	Yeager	ES5	Two or More	7	*	7	100%	*	2	29%	*	1	14%
Reading	3	Yeager	ES5	Eco. Dis.	76	63%	50	66%	40%	31	41%	19%	17	22%
Reading	3	Yeager	ES5	EB	38	42%	17	45%	*	7	18%	*	3	8%
Reading	3	Yeager	ES5	At-Risk	42	53%	24	57%	27%	15	36%	12%	6	14%
Reading	3	Yeager	ES5	SPED	21	38%	9	43%	*	2	10%	*	0	0%
Reading	3	Yeager	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Yeager	ES5	High Focus	87	63%	60	69%	37%	33	38%	17%	15	17%
Reading	4	Yeager	ES5	All	96	83%	85	89%	59%	61	64%	28%	30	31%
Reading	4	Yeager	ES5	Hispanic	39	71%	28	72%	50%	21	54%	23%	10	26%
Reading	4	Yeager	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Yeager	ES5	Asian	4	*	4	100%	*	4	100%	*	4	100%
Reading	4	Yeager	ES5	African Am.	32	96%	32	100%	61%	20	63%	35%	13	41%
Reading	4	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Yeager	ES5	White	18	100%	18	100%	73%	14	78%	*	2	11%
Reading	4	Yeager	ES5	Two or More	2	*	2	100%	*	1	50%	*	0	0%
Reading	4	Yeager	ES5	Eco. Dis.	65	84%	60	92%	52%	40	62%	24%	16	25%
Reading	4	Yeager	ES5	EB	25	50%	14	56%	33%	10	40%	*	2	8%
Reading	4	Yeager	ES5	At-Risk	32	75%	25	78%	44%	15	47%	12%	5	16%
Reading	4	Yeager	ES5	SPED	18	43%	8	44%	*	1	6%	*	0	0%
Reading	5	Yeager	ES5	All	97	70%	74	76%	47%	51	53%	18%	23	24%
Reading	5	Yeager	ES5	Hispanic	53	66%	37	70%	45%	26	49%	19%	12	23%
Reading	5	Yeager	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Yeager	ES5	Asian	3	86%	3	100%	71%	3	100%	*	3	100%
Reading	5	Yeager	ES5	African Am.	25	63%	18	72%	38%	10	40%	*	5	20%
Reading	5	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Yeager	ES5	White	14	92%	14	100%	75%	11	79%	*	2	14%
Reading	5	Yeager	ES5	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Reading	5	Yeager	ES5	Eco. Dis.	64	66%	43	67%	42%	28	44%	16%	12	19%
Reading	5	Yeager	ES5	EB	28	48%	14	50%	35%	11	39%	*	5	18%
Reading	5	Yeager	ES5	At-Risk	56	63%	41	73%	38%	25	45%	11%	8	14%
Reading	5	Yeager	ES5	SPED	14	*	4	29%	*	1	7%	*	0	0%
Math	3	Yeager	ES5	All	104	59%	68	65%	36%	45	43%	18%	23	22%
Math	3	Yeager	ES5	Hispanic	59	52%	33	56%	23%	20	34%	*	5	8%
Math	3	Yeager	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Yeager	ES5	Asian	5	*	5	100%	*	5	100%	*	5	100%
Math	3	Yeager	ES5	African Am.	23	50%	13	57%	21%	6	26%	*	3	13%
Math	3	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Yeager	ES5	White	9	89%	9	100%	83%	8	89%	61%	6	67%
Math	3	Yeager	ES5	Two or More	7	*	7	100%	*	5	71%	*	3	43%
Math	3	Yeager	ES5	Eco. Dis.	76	50%	40	53%	24%	19	25%	*	1	1%

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	Yeager	ES5	EB	38	21%	9	24%	*	1	3%	*	0	0%
Math	3	Yeager	ES5	At-Risk	42	39%	17	40%	22%	10	24%	*	1	2%
Math	3	Yeager	ES5	SPED	21	29%	7	33%	*	1	5%	*	0	0%
Math	3	Yeager	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Yeager	ES5	High Focus	87	48%	44	51%	24%	22	25%	7%	7	8%
Math	4	Yeager	ES5	All	96	64%	66	69%	35%	37	39%	11%	14	15%
Math	4	Yeager	ES5	Hispanic	39	55%	22	56%	34%	15	38%	*	3	8%
Math	4	Yeager	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Yeager	ES5	Asian	4	*	4	100%	*	4	100%	*	4	100%
Math	4	Yeager	ES5	African Am.	32	71%	23	72%	21%	8	25%	*	3	9%
Math	4	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Yeager	ES5	White	18	73%	14	78%	40%	8	44%	*	2	11%
Math	4	Yeager	ES5	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Math	4	Yeager	ES5	Eco. Dis.	65	62%	41	63%	28%	20	31%	7%	10	15%
Math	4	Yeager	ES5	EB	25	43%	11	44%	30%	8	32%	*	1	4%
Math	4	Yeager	ES5	At-Risk	32	53%	18	56%	22%	8	25%	7%	3	9%
Math	4	Yeager	ES5	SPED	18	*	3	17%	*	1	6%	*	0	0%
Math	5	Yeager	ES5	All	97	67%	71	73%	35%	40	41%	15%	17	18%
Math	5	Yeager	ES5	Hispanic	53	66%	36	68%	38%	21	40%	19%	12	23%
Math	5	Yeager	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Yeager	ES5	Asian	3	71%	3	100%	71%	3	100%	*	1	33%
Math	5	Yeager	ES5	African Am.	25	66%	17	68%	22%	7	28%	*	1	4%
Math	5	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Yeager	ES5	White	14	92%	13	93%	50%	8	57%	*	2	14%
Math	5	Yeager	ES5	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Math	5	Yeager	ES5	Eco. Dis.	64	66%	43	67%	32%	22	34%	12%	5	8%
Math	5	Yeager	ES5	EB	28	57%	17	61%	35%	10	36%	*	2	7%
Math	5	Yeager	ES5	At-Risk	56	62%	36	64%	25%	15	27%	11%	3	5%
Math	5	Yeager	ES5	SPED	14	38%	6	43%	*	4	29%	*	1	7%
Science	5	Yeager	ES5	All	97	59%	61	63%	23%	24	25%	8%	10	10%
Science	5	Yeager	ES5	Hispanic	53	53%	29	55%	26%	15	28%	*	3	6%
Science	5	Yeager	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Yeager	ES5	Asian	3	86%	3	100%	*	1	33%	*	1	33%
Science	5	Yeager	ES5	African Am.	25	63%	17	68%	16%	5	20%	*	3	12%
Science	5	Yeager	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Yeager	ES5	White	14	75%	11	79%	*	2	14%	*	2	14%
Science	5	Yeager	ES5	Two or More	2	*	1	50%	*	1	50%	*	1	50%
Science	5	Yeager	ES5	Eco. Dis.	64	55%	36	56%	18%	12	19%	*	5	8%
Science	5	Yeager	ES5	EB	28	39%	12	43%	*	5	18%	*	1	4%
Science	5	Yeager	ES5	At-Risk	56	51%	29	52%	18%	11	20%	*	1	2%
Science	5	Yeager	ES5	SPED	14	*	3	21%	*	2	14%	*	1	7%

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.