

Cypress-Fairbanks Independent School District

Jowell Elementary School

2022-2023

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



Public Presentation Date: September 26, 2022

Mission Statement

Jowell Elementary School will promote an environment that embraces individual differences and offers opportunities of high academic standards for all students to excel while encouraging and developing life-long learners. Jowell Elementary focuses on the diversity and strengths of all students while being committed to making a difference in each student's life.

Vision

LEAD: Learn, Empower, Achieve, Dream

Comprehensive Needs Assessment

Revised/Approved: September 26, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: The CPOC Committee met on May 16, 2022, and reviewed the current STAAR data, benchmark data, attendance data, and discipline data. After reviewing the data, the committee made recommendations for revisions to the problem statements. The committee determined the root causes were still appropriate. In September the committee met again. The committee was divided into groups to review all of the data. Group findings were shared and a consensus was reached. The needs were deemed the same except for reading. A root cause analysis was conducted.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 16, 2022, and September 26, 2022

In summary, the comprehensive needs assessment denotes the following: The committee determined that students need experiences that bring relevance, improve vocabulary and increase engagement.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies for the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee that develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 16, 2022, and September 26, 2022, to develop the CNA and the strategies. Those meetings were held in the **Jowell library** starting at 4:15 PM and 3:30 PM. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign-in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings, we reviewed the data at both meetings, current problem statements, and root causes to determine if they are still appropriate. In September, the committee discussed strategies to address the root causes.

Based on feedback from the committee, the campus has the following priorities for the current school year: Academic language and hands-on activities will be utilized in all math classrooms, RLA teachers will teach specific reading strategies to increase reading comprehension as well as provide ways to bring relevance to reading and teachers will bring relevance to science through hands-on activities and by utilizing academic language.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all

students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent, practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language access services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses' home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated into a language accessible to their community based on campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Summary

In the Closing the Gaps domain of the state accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): reading and math (White student group)

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The resulting problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

Reading STAAR:

- 3rd -All, Asian, African American, White, Economically Disadvantaged, LEP Current, At-Risk and SPED sub-populations met or exceeded the CIP targets at the Masters level.
- 4th -All, Hispanic, Asian, African American, White, Economically Disadvantaged, LEP Current, At-Risk and SPED sub-populations met or exceeded the CIP targets at the Meets level
- 4th -All, Hispanic, Asian, Economically Disadvantaged, At-Risk, and SPED sub-populations met or exceeded the CIP targets at the Masters level.
- 5th -Hispanic, White, Economically Disadvantaged, At-Risk and sub-populations met or exceeded the CIP targets at the Meets level
- 5th-All, Hispanic, Asian, African American, White, Economically Disadvantaged, LEP Current, At-Risk and SPED sub-populations met or exceeded the CIP targets at the Masters level.

Math STAAR:

- 3rd- All, Hispanic, Asian, African American, White, Economically Disadvantaged, LEP Current, At-Risk and SPED sub-populations met or exceeded the CIP targets at the Masters level.
- 4th-Asian sub-populations met or exceeded the CIP targets at the Meets level
- 4th- Asian sub population met or exceeded the CIP targets at the Masters level.
- 5th -Asian and White sub-populations met or exceeded the CIP targets at the Meets level
- 5th-All, African American, White, LEP Current, and At-Risk sub-populations met or exceeded the CIP targets at the Masters level

Science STAAR:

- 5th- Asian sub populations met or exceeded the CIP targets at the Meets level
 - 5th- All, Hispanic, Asian, African American, White, Economically Disadvantaged, LEP Current, At-Risk and SPED sub-populations met or exceeded the CIP targets at the Masters level
-
- TELPAS
 - 34% growth as measured by TELPAS (11% increase)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students struggle with reading comprehension skills **Root Cause:** RLA: Reading comprehension skills need to be explicitly taught.

Problem Statement 2: Math: Our student population does not have a strong math foundation. **Root Cause:** Math: We need to expose students to academic language and repetitive exposure to new concepts.

Problem Statement 3: Science: Our economically disadvantaged students are performing below the other sub-populations. **Root Cause:** Science: We need to help students understand the importance of science and how it applies to the real world.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

Problem Statement 6: Targeted Support Reading: White students did not meet targets three years in a row.

Problem Statement 7: Targeted Support Math: White students did not meet targets three years in a row.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Jowell staff teaches safety procedures and conducts all required drills. Staff is very vigilant regarding safety and reports any unknown visitors on campus as well as any concerns regarding doors closing or not locking. After drills, a debriefing occurs to determine the need for changes to current practices.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Too many students are missing classroom instruction. **Root Cause:** School Culture and Climate: We need to teach students coping skills and strategies to regulate emotions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Provide all new teachers with a mentor.
- Teachers participate in Design Teams to help structure and contribute to the working of the school.
- Instructional coaches plan weekly with the teaching teams.
- Certified teachers are hired to assist teachers in reteaching students in math and reading. All questions on the Employee Perception Survey scored above 90% Strongly Agree/ Agree.
- Staff actively participates and presents staff development opportunities.
- Staff regularly analyzes campus data and plans to improve instruction to meet the needs of our students.
- We strive to recognize and celebrate our staff by providing regular treats.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment, and Retention: Staff attendance in 2021-22 was the lowest in five years. **Root Cause:** Staff Quality, Recruitment and Retention: We need to encourage and support staff.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Jowell partnered with the community and families to provide multiple formats to reach out to families in order to increase participation in curriculum events and family events. We saw a significant increase in parent participation and plan to include more opportunities for parents to be on campus.
- Our families are willing to support us whenever needed.

We provided the following opportunities for parents to visit Jowell:

- 5th Grade Recognition
- Meet the Teacher
- Book Fairs
- 2 Parent Nights
- Skate Nights
- Field Days
- Kids Invite Someone Special

The following needs were identified:

- Continue to increase opportunities for parents and community involvement in the school.
- The need to increase technology subscriptions that can be utilized at home for increased quality instruction.
- The need to maintain active communication with parents through Facebook, Twitter, School Messenger, PBIS Rewards, Smores, and Remind.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents need more opportunities to be involved at Jowell. **Root Cause:** Parent and Community Engagement: We need to provide parents multiple opportunities to participate in activities at Jowell.

Goals




Revised/Approved: September 26, 2022








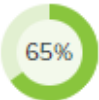




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.











Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA:</p> <ol style="list-style-type: none"> 1) All ELA classes will plan and teach specific strategies for reading comprehension. 2) All ELA classes will plan read-alouds with the purpose and intention to teach targeted TEKS. 3) All ELA teachers will meet with students in small groups weekly. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>A consultant will be utilized to build teacher capacity with a focus on reading aloud and reading comprehension strategies in order to meet or exceed the targets on the attached CIP target tables.</p> <p>Additional books are needed for read alouds in order to meet or exceed the targets on the attached CIP target tables.</p> <p>Professional Resource books will be utilized to build teacher capacity in order to meet or exceed the targets on the attached CIP target tables</p> <p>Teachers will be provided opportunities for planning outside of the school day in order to meet or exceed targets on the attached CIP.</p> <p>Staff Responsible for Monitoring: Teachers/IS/AP/Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: 1) Teachers will use and teach academic vocabulary to increase understanding of math concepts and plan for their use weekly.</p> <p>2) Teachers will ensure students have the opportunity to utilize Reflex Math at least three times per week.</p> <p>3) Teachers will use data to differentiate small group lessons based on student needs.</p> <p>4) Teachers will plan lessons utilizing manipulatives to make concepts concrete.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Reflex Math promotes the learning of math facts resulting in more confident mathematicians to help meet or exceed the targets on the attached CIP target tables.</p> <p>Build teacher capacity with a consultant to help meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS/AP/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: 1) Teachers will promote the use of scientific vocabulary using strategies such as higher-level questioning, whole-brain activities, and hands-on learning experiences to promote relevance.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Legends of Learning subscription increases vocabulary and exposure to science concepts to help meet or exceed the targets on the attached CIP target tables.</p> <p>Flocabulary is to help teach vocabulary through rap and relevance to help meet or exceed the targets on the attached CIP target tables.</p> <p>Science lab materials are needed to provide hands-on experiences to help meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS/AP/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: individual and small group instruction during Power Up every day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS/AP/Principal</p>	Formative		
	Nov	Feb	May
			













Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Jaguar Leaders, House Meetings, Run Club, Name That Book Competition, Spelling Bee, Skate Night, the school garden, school pets, author visits, as well as guidance lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, economically disadvantaged, African American, Hispanic, White students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <p>Studies Weekly is a high-interest resource that will increase academic vocabulary to meet or exceed the targets on the attached CIP target tables.</p> <p>US games to provide a variety of games for students at recess and in P.E. to meet or exceed the targets on the attached CIP target tables.</p> <p>Math tutor works with students to close the gaps to meet or exceed the targets on the attached CIP target tables.</p> <p>Supplies are needed to ensure teachers are able to provide engaging lessons and students have access to them to meet or exceed the targets on the attached CIP target tables.</p> <p>Paper is utilized to provide students with copies of assignments and send communication home to parents to meet or exceed the targets on the attached CIP target tables.</p> <p>Printer Ink is needed to provide students and teachers with quality printouts of work products and information to meet or exceed the targets on the attached CIP target tables.</p> <p>Bilingual para supports our LEP students in all content areas to meet or exceed the targets on the attached CIP target tables.</p> <p>Temporary workers to provide additional to students during the school day to meet or exceed the targets on the attached CIP target tables.</p> <p>Library books to increase the variety of content available to students to meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will utilize iPads in their classrooms to monitor student behavior/data and students will use iPads in the classroom to create products that demonstrate their mastery of TEKS.</p> <p>The instructional leadership team will use iPads to collect data to promote good teaching strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Provide additional tutoring for students to close the gap Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher (third grade) Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize hands-on materials to make learning concrete for students to close the gap Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective








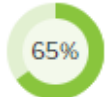




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Close the gaps for students in math utilizing additional intervention program</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: Targeted Support: By the end of the 2022-23 school year, the campus will meet the Closing the Gaps targets in the following student group: White

Evaluation Data Sources: STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will use data from identified students to provide targeted remediation and enrichment opportunities. Strategy's Expected Result/Impact: Meet the Closing the Gaps targets for the White Student Group Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading: The students in the identified group will participate in goal setting conferences. Strategy's Expected Result/Impact: Meet the Closing the Gaps targets for the White Student Group Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will use data from identified students to provide targeted remediation and enrichment opportunities. Strategy's Expected Result/Impact: Meet the Closing the Gaps targets for the White Student Group Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: The students in the identified group will participate in goal setting conferences. Strategy's Expected Result/Impact: Meet the Closing the Gaps targets for the White Student Group Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify




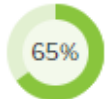








Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-2023 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Safety procedures from EOP will be reviewed every 9 weeks. Strategy's Expected Result/Impact: Increased knowledge and awareness of procedures. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-2023 school year, student attendance will be at 94.5% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective


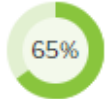

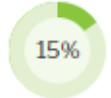








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Provide school wide recognition for classes with highest attendance percentage in attendance. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.3%. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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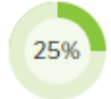






Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-2023 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Utilize PBIS rewards to communicate with parents and students regarding behavior. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. Staff Responsible for Monitoring: AP/BI/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions -Reduce in school suspensions for SPED African American students by implementing alternative consequences. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 1%. Staff Responsible for Monitoring: AP/BI/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Develop and implement a continuum of consequences. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%. Staff Responsible for Monitoring: AP/BI/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Teachers will teach the Bringing out the Best monthly lessons to support students' social-emotional needs daily. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. Staff Responsible for Monitoring: APs/Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Counselors provide guidance lessons to teach coping skills and emotional regulation.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 2 or less incidents per year.</p> <p>Staff Responsible for Monitoring: Counselors/APs/Principals</p>	Formative		
	Nov	Feb	May
			
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-2023 school year, teacher/paraprofessional attendance will increase from 93.47% to 94.5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-2023 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		
<p>Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based needs as determined by surveying staff.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction impacting student progress.</p> <p>LT will increase the coaching and support of teachers resulting in improved instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-2023 school year, parents will be provided a variety of opportunities to attend school events on varying days and times of day.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide meaningful opportunities for parents to interact with staff at Jowell such as Open House, Fall and Spring Parent Nights, WatchDog Dads, Jaguar Leader lunches, field day, Name That Book, Nature Trails, Donuts with Grown Ups, Spelling Bee, parent conferences, and increase electronic communication with parents.</p> <p>Strategy's Expected Result/Impact: Increase the number of volunteers from 2021-22 to 2022-23 by 10%</p> <p>PBIS Rewards will provide an additional method of communication with parents and increase parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Kimberley Criswell	Principal
Classroom Teacher	Jason Marshall	Teacher #1
Classroom Teacher	Adrienne Atkins	Teacher #2
Classroom Teacher	Gabby Renaud	Teacher #3
Classroom Teacher	Kelli Matula	Teacher #4
Classroom Teacher	Jaffar Milledge	Teacher #5
Classroom Teacher	Nancy Gonzales	Teacher #6
Classroom Teacher	Miguel Hernandez	Teacher #7
Classroom Teacher	Brigette Underwood	Teacher #8
Non-classroom Professional	Tiffany Glover	Other School Leader #1
Non-classroom Professional	Katy Wright	Other School Leader #2
Non-classroom Professional	Virginia Stout	Other School Leader #3
Non-classroom Professional	Lisa Flinn	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Francisca Carter	Administrator (LEA) #2
Parent	Yuliana Martinez	Parent #1
Parent	Natisha Zilton	Parent #2
Community Representative	Ron Webb	Community Resident #1
Community Representative	Cristina Woodall	Community Resident #2
Business Representative	Jisha Iyer	Business Representative #1
Business Representative	Amanda Whisenhunt	Business Representative #2
Paraprofessional	Debbie Powell	Paraprofessional #1
Paraprofessional	Monica Huerta Hart	Paraprofessional #2
Non-classroom Professional	Alpha Cruz	librarian
Non-classroom Professional	Colleen Layton	counselor
Non-classroom Professional	Lauren Quintanilla	counselor
Administrator	Caroline Nelson	AP

Committee Role	Name	Position
Non-classroom Professional	Stefanie Parker	BI
Classroom Teacher	Yessely Rivera	teacher

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	3	Jowell	White	11	9	82%	85%	73%	4	36%	40%	*	3	27%	28%	*		
Reading	3	Jowell	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Jowell	Eco. Dis.	177	124	70%	75%	63%	71	40%	43%	31%	34	19%	22%	9%		
Reading	3	Jowell	Emergent Bilingual	52	37	71%	73%	60%	16	31%	34%	25%	10	19%	22%	*		
Reading	3	Jowell	At-Risk	174	122	70%	74%	56%	70	40%	43%	21%	31	18%	20%	*		
Reading	3	Jowell	SPED	30	7	23%	25%	40%	3	10%	11%	*	1	3%	4%	*		
Reading	4	Jowell	All	194	128	66%	78%	72%	77	40%	50%	35%	24	12%	26%	13%		
Reading	4	Jowell	Hispanic	114	75	66%	80%	77%	48	42%	46%	36%	16	14%	22%	11%		
Reading	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Jowell	Asian	10	9	90%	90%	100%	6	60%	75%	83%	2	20%	50%	*		
Reading	4	Jowell	African Am.	57	35	61%	65%	58%	19	33%	40%	27%	5	9%	25%	14%		
Reading	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Jowell	White	8	5	63%	80%	85%	4	50%	51%	62%	1	13%	20%	*		
Reading	4	Jowell	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Jowell	Eco. Dis.	166	107	64%	72%	68%	63	38%	42%	31%	18	11%	20%	11%		
Reading	4	Jowell	Emergent Bilingual	57	28	49%	70%	69%	17	30%	31%	24%	5	9%	15%	9%		
Reading	4	Jowell	At-Risk	149	96	64%	68%	67%	51	34%	38%	28%	15	10%	15%	10%		
Reading	4	Jowell	SPED	28	6	21%	23%	21%	3	11%	12%	*	1	4%	5%	*		
Reading	5	Jowell	All	203	150	74%	76%	70%	98	48%	50%	45%	56	28%	30%	21%		
Reading	5	Jowell	Hispanic	124	91	73%	75%	70%	63	51%	53%	47%	39	31%	33%	20%		
Reading	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Jowell	Asian	8	7	88%	90%	100%	4	50%	55%	83%	3	38%	40%	83%		
Reading	5	Jowell	African Am.	53	41	77%	78%	63%	26	49%	52%	37%	12	23%	25%	17%		
Reading	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Jowell	White	11	8	73%	75%	83%	5	45%	50%	*	2	18%	20%	*		
Reading	5	Jowell	Two or More	5	2	40%	43%	*	0	0%	10%	*	0	0%	10%	*		
Reading	5	Jowell	Eco. Dis.	171	122	71%	73%	67%	80	47%	50%	43%	45	26%	28%	19%		
Reading	5	Jowell	Emergent Bilingual	56	34	61%	62%	56%	19	34%	40%	31%	6	11%	12%	13%		
Reading	5	Jowell	At-Risk	160	113	71%	72%	64%	71	44%	46%	39%	39	24%	25%	17%		
Reading	5	Jowell	SPED	29	7	24%	25%	21%	3	10%	12%	*	1	3%	5%	*		
Science	5	Jowell	All	202	138	68%	78%	67%	76	38%	40%	33%	40	20%	25%	13%		
Science	5	Jowell	Hispanic	124	84	68%	75%	69%	49	40%	42%	34%	28	23%	25%	15%		
Science	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Jowell	Asian	8	7	88%	90%	100%	5	63%	65%	*	2	25%	27%	*		
Science	5	Jowell	African Am.	52	35	67%	75%	60%	17	33%	35%	30%	8	15%	16%	*		
Science	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Jowell	White	11	8	73%	78%	100%	5	45%	47%	*	2	18%	20%	*		
Science	5	Jowell	Two or More	5	4	80%	82%	*	0	0%	10%	*	0	0%	10%	*		
Science	5	Jowell	Eco. Dis.	170	109	64%	66%	66%	58	34%	36%	31%	34	20%	22%	10%		
Science	5	Jowell	Emergent Bilingual	56	33	59%	61%	51%	11	20%	22%	20%	5	9%	12%	9%		
Science	5	Jowell	At-Risk	159	106	67%	70%	63%	56	35%	37%	28%	26	16%	18%	11%		
Science	5	Jowell	SPED	29	6	21%	25%	29%	5	17%	18%	*	3	10%	12%	*		

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		JOWELL	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	40%	37%	42%	48%	44%	47%	50%
		Total Number Meets or Higher		64		98			
		Total Number Tested		175		205			
		Points away from or above target		-3		+6			
		Difference from Prior Year				+11			
		Growth from Prior Year				30%			
	African American	Target and Actual Rate	36%	43%	38%	49%	40%	43%	46%
		Total Number Meets or Higher		20		28			
		Total Number Tested		46		57			
		Points away from or above target		+7		+11			
Difference from Prior Year					+6				
Growth from Prior Year					14%				
Hispanic	Target and Actual Rate	37%	33%	39%	47%	41%	44%	47%	
	Total Number Meets or Higher		36		59				
	Total Number Tested		110		125				
	Points away from or above target		-4		+8				
	Difference from Prior Year				+14				
	Growth from Prior Year				42%				
SPED	Target and Actual Rate	18%	26%	20%	23%	22%	25%	28%	
	Total Number Meets or Higher		6		7				
	Total Number Tested		23		31				
	Points away from or above target		+8		+3				
	Difference from Prior Year				-3				
	Growth from Prior Year				-12%				
Eco. Disadv.	Target and Actual Rate	35%	33%	37%	41%	39%	42%	45%	
	Total Number Meets or Higher		46		71				
	Total Number Tested		138		172				
	Points away from or above target		-2		+4				
	Difference from Prior Year				+8				
	Growth from Prior Year				24%				
EL (Current & Monitored)	Target and Actual Rate	39%	30%	41%	47%	43%	46%	49%	
	Total Number Meets or Higher		27		43				
	Total Number Tested		89		92				
	Points away from or above target		-9		+6				
	Difference from Prior Year				+17				
	Growth from Prior Year				57%				
Cont. Enrolled	Target and Actual Rate	39%	38%	41%	50%	43%	46%	49%	
	Total Number Meets or Higher		53		71				
	Total Number Tested		141		143				
	Points away from or above target		-1		+9				
	Difference from Prior Year				+12				
	Growth from Prior Year				32%				
Non-Cont. Enrolled	Target and Actual Rate	43%	32%	45%	44%	47%	50%	53%	
	Total Number Meets or Higher		11		27				
	Total Number Tested		34		62				
	Points away from or above target		-11		-1				
	Difference from Prior Year				+12				
	Growth from Prior Year				38%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		JOWELL	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	37%	17%	39%	24%	41%	44%	47%
		Total Number Meets or Higher		30		48			
		Total Number Tested		177		203			
		Points away from or above target		-20		-15			
		Difference from Prior Year				+7			
		Growth from Prior Year				41%			
	African American	Target and Actual Rate	36%	17%	38%	21%	40%	43%	46%
		Total Number Meets or Higher		8		12			
		Total Number Tested		46		56			
		Points away from or above target		-19		-17			
		Difference from Prior Year				+4			
		Growth from Prior Year				24%			
	Hispanic	Target and Actual Rate	33%	15%	35%	23%	37%	40%	43%
		Total Number Meets or Higher		16		29			
		Total Number Tested		110		124			
		Points away from or above target		-18		-12			
		Difference from Prior Year				+8			
		Growth from Prior Year				53%			
	SPED	Target and Actual Rate	24%	25%	26%	19%	28%	31%	34%
		Total Number Meets or Higher		6		6			
Total Number Tested			24		31				
Points away from or above target			+1		-7				
Difference from Prior Year					-6				
Growth from Prior Year					-24%				
Eco. Disadv.	Target and Actual Rate	35%	15%	37%	18%	39%	42%	45%	
	Total Number Meets or Higher		21		30				
	Total Number Tested		140		170				
	Points away from or above target		-20		-19				
	Difference from Prior Year				+3				
	Growth from Prior Year				20%				
EL (Current & Monitored)	Target and Actual Rate	36%	16%	38%	25%	40%	43%	46%	
	Total Number Meets or Higher		14		23				
	Total Number Tested		90		92				
	Points away from or above target		-20		-13				
	Difference from Prior Year				+9				
	Growth from Prior Year				56%				
Cont. Enrolled	Target and Actual Rate	37%	19%	39%	25%	41%	44%	47%	
	Total Number Meets or Higher		27		36				
	Total Number Tested		142		143				
	Points away from or above target		-18		-14				
	Difference from Prior Year				+6				
	Growth from Prior Year				32%				
Non-Cont. Enrolled	Target and Actual Rate	37%	9%	39%	20%	41%	44%	47%	
	Total Number Meets or Higher		3		12				
	Total Number Tested		35		60				
	Points away from or above target		-28		-19				
	Difference from Prior Year				+11				
	Growth from Prior Year				122%				

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 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 such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- 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.
- Use 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 the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, 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 such as Google Suites, WeVideo, FlipGrid, etc.
 - Use 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 (grades 2-5) 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 a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific 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:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

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 the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- 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.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.