

Cypress-Fairbanks Independent School District

Lee Elementary School

2022-2023



Mission Statement

The staff at Lee Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. We strive to collaborate with staff, students, families and community members to provide a safe and nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. It is the goal of this campus to shape the educational foundation of every student to ensure that Lee Labs will be effective communicators, competent problem solvers, responsible citizens, and quality producers.

Vision

LABS - Learn. Achieve. Believe. Succeed.

Comprehensive Needs Assessment

Revised/Approved: September 22, 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: Our CNA committee met to analyze data, comprise the problem statements and root causes for each subject area, as well as discipline, and discuss strategies to address our areas of need. The committee members broke into smaller groups to facilitate focused discussion and then came back together as a whole. Information from each group was shared and decisions were made regarding the best ways to support our students.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 17, 2022 and September 22, 2022

In summary, the comprehensive needs assessment denotes the following: It was noted that our major areas of concern included Special Education, Economically Disadvantaged and Hispanic students overall; the need for a consistent strategy that is vertically aligned in the core subject areas; and that parent involvement is increasing due to the lifted safety protocols.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in 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 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 who 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 17, 2022 and September 22, 2022 to develop the CNA and the strategies. Those meetings were held in the Lee Elementary Library starting at 4pm. 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 CIP goals from the year and determined our success or need for improvement in each of the goals. We also looked at data that was available to identify our current levels of academic achievement to drive our needs for the upcoming school year. From this data review the committee drafted strategies in our core curriculum, safety, human capital, and parent involvement goals. These drafts were then reviewed during our beginning of the year Campus Needs Assessment to determine if the draft needed to be revised based on the comprehensive data we received and the root cause analysis we conducted.

Based on feedback from the committee, the campus has the following priorities for the current school year: To provide professional development training; school wide vertical planning opportunities to increase alignment; extended planning times between general and special education teachers; materials to increase growth and provide differentiation in target students; and develop a common language in the delivery of content and strategies relating to curriculum.

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 accessible 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 in a language accessible to their community based upon 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

Student Achievement Strengths

- Reading: Third and fourth grades exceeded the target goal in the Masters category in all target groups, excluding special ed
- Reading: Fifth grade met the target goals in the Meets category in all target groups, excluding special ed
- Reading: Overall scores improved in each grade level compared to last years data
- Math: The majority of our targeted groups met or exceeded the set target goal in the Approaches category
- Math: Third grade Hispanic, White, Economically Disadvantaged, and At-Risk target groups exceeded the target goal in the Masters category
- Math: Fifth grade exceeded the district and cluster targets in all targeted population groups
- Science: Fifth grade performed above the cluster group in the Meets category
- Science: Fifth grade is above the targets in Meet and Masters categories in the emergent bilingual target group

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our special education and white populations are consistently not meeting the set targets and are underperforming overall. **Root Cause:** RLA: Teachers have identified a lack of differentiation strategies for these specific target groups.

Problem Statement 2: Math: The academic achievement gaps between each target group, especially our African American population, is greater than 5% of our set target goal. **Root Cause:** Math: Teachers identified a lack of opportunity for school wide vertical alignment, and a need to develop a common delivery of content, and the strategies relating to curriculum.

Problem Statement 3: Science: Our special education students are consistently not meeting the set targets and are underperforming overall. **Root Cause:** Science: General education teachers identified a need to have designated times to meet, plan, and review the academic needs of students with special education teachers to align curriculum and common language.

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 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.

School Culture and Climate

School Culture and Climate Summary

Lee Elementary is committed to student learning, building relationships, providing a safe inclusive environment, and achieving high academic success for all students. We will always do “What Is Best for Kids”, empowering them to be confident, resilient, and to persevere. It is the mindset at Lee to create a culture of diverse learners for this rapidly changing world.

Lee Elementary values the partnership of the parents in their children’s education. There are many ways parents can make significant contributions to student success both at home and by volunteering at school. We believe that student achievement is the result of an effective home-school-community partnership.

School Culture and Climate Strengths

- Student attendance meets district goal
- Self-Manager program (395 students participated)
- PBIS is established school wide
- PBIS Level 2 check-in procedures
- Behavior Interventionist added to support teachers in restorative practices
- Capturing Kids Hearts strategies are used in teachers classrooms
- Dan St. Romain social skills taught in all grade levels
- Project Safety taught in smaller group setting
- Student code of conduct is established and reviewed school wide

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The majority of office referrals are happening in the classroom setting. **Root Cause:** School Culture and Climate: There is a lack of understanding that social skills and academics go together.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Positive and secure school environment
- Respect of staff members to each other and their teams
- Strong staff work ethic and integrity (desire to put children first)
- Many opportunities for staff recognition
- Providing teacher led staff development specific to teachers needs (PLC)
- Building teachers' capacity and growth by providing video coaching
- Mentor/Mentee program with monthly meetings
- Lee staff is highly qualified

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a noticeable increase in staff absences specifically on Mondays and Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: Due to the change in our school hours, teachers must take a half day or full day for personal needs or medical appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Multiple opportunities for parent involvement virtually
- Multiple opportunities for parents to leave feedback and ideas
- Provide translations (Spanish, Vietnamese and sign language)
- Provide technology support and distribution of devices to parents at various and flexible times
- Communicate through a variety of forums (email, text, remind, school messenger, social media, marquee, newsletters, etc.)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent attendance has been low for curriculum related events, such as STAAR Night, Family Literacy Night and Family Math Night. **Root Cause:** Parent and Community Engagement: Lee will provide a more interactive and hands-on approach to promote more parent and family involvement overall.

Goals

Revised/Approved: September 29, 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 May 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Provide professional development training, vertical planning opportunities, extended planning times and materials to increase growth and provide differentiation in target students.</p> <p>Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students will show growth and increased reading levels. In addition, they will utilize critical reading skills across content areas as a result of the Two Chicks Workshops, Learning A-Z, SmartyAnts, Scholastic News Subscriptions, BrainPop, and additional opportunities/products as they arise.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Provide opportunities for school wide vertical alignment and professional development in order to develop a common delivery of content, and strategies relating to curriculum</p> <p>Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students will be within 10% of our highest performing target group as a result of extended planning, hands on materials, and professional development sessions with Garland Linkenhoger. Students will also utilize online programs (Legends of Learning, Zearn...) to reinforce first instruction provided by the teachers.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Provide professional development and vertical planning opportunities to increase student growth in vertically aligned curriculum, focused on our targeted populations.</p> <p>Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students show growth in use of strategies, vocabulary and critical reading skills from teachers attending various professional development opportunities (ie. CAST, Region 4, etc.) and during vertical planning alongside the special education teachers. Students will also utilize programs such as Legends of Learning to reinforce the first instruction provided by teachers.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</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. Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: Principal, Nurse, Counselors, Physical Education Teachers</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: Lee will implement 30 minutes of Genius Lab time at the beginning of each day. This will include individualized small group intervention and enrichment for targeted student groups, and will utilize temporary workers, interventionists, para educators and large group teachers.</p> <p>Strategy's Expected Result/Impact: The expectation is that students will be within 10% of our highest performing target group at or before the end of this school year.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers</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: Genius Lab Time, Field Trips, Family Nights, Clubs, Student Council, Flag Crew, and Principal's Advisory Team.</p> <p>Strategy's Expected Result/Impact: Genius Lab Time: students can receive necessary intervention and enrichment in a small group setting.</p> <p>Field Trips: students will engage in field trips to enrich their educational experiences.</p> <p>Family Nights: families will engage in curriculum family nights to better strengthen the home and school partnership.</p> <p>Clubs: students can participate in volleyball, orchestra, art club , Destination Imagination (DI), and jogging club to enhance their academic experience.</p> <p>Student Council, Flag Crew, Principal Advisory Team: upper elementary students may join in order to better the school, as well as grow and develop leadership skills.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, African American, Hispanic, Special Education, and Economically Disadvantaged 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: Meet or exceed the targets on the attached CIP target table.</p> <ol style="list-style-type: none"> Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events. Staff members will provide extra duty time through before/after school tutorials, professional development, vertical plannings, and data analysis meetings to best drive instruction and increase student growth. Temporary workers for additional support to increase student academic success and growth. Instructional supplies such as paper, anchor charts, folders, binders, journals, markers, sticky notes, printer ink, etc. for staff and students to utilize for strategies and practices that increase student academic success. Professional development registrations, books and/or webinars to increase staff knowledge of curriculum content, student behavior, working with at-risk students, children of poverty, enrichment for a gifted student, working with virtual students, technology, etc. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement. Books, stickers, pens/pencils, and other items to serve as reinforcers for students to increase learning, increase behavior and increase academic success. Class Size Reduction teachers and additional paraprofessional positions to assist in the larger populated classrooms. Funds for student scholarships and materials for summer enrichment. Snacks provided to students during tutorials and assessments. Technology and resources for classroom instruction to be utilized by teachers and students. Funds to purchase Action Based Lab equipment and training for staff to become certified in using the equipment with data driven purpose. Funds for bus transportation and student entry for field trips to increase real-world experiences that are specifically tied to grade level content TEKS; and bus transportation for tutorials after school. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>85%</p> </div> <div style="text-align: center;">  <p>95%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Professional Staffing: Core content area interventionist (reading)</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year 90% of students working with the primary reading core content area interventionist, will show growth toward the end of the year grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Tutoring Before and After School</p> <p>Strategy's Expected Result/Impact: Students attending before and after school tutoring will have a 15% increase in growth from their average score of pre to post assessment by grade level.</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 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 (SCE) funds will be used to reduce the disparity in performance on STAAR for students who are at-risk.</p> <p>Strategy's Expected Result/Impact: Our educationally disadvantaged and at-risk students will meet or exceed the STAAR performance targets noted on the attached CIP data table by purchasing supplies for instructional use by students and staff.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, Assistant Principals</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 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: The campus will implement the district policies for safety, as well as implement PBIS, Capturing Kids Hearts, HUGS buddies, Bringing Out the Best, Student Code of Conduct, guidance lessons, counselor groups, and student mentoring program.</p> <p>Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel</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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, EOP Representative</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 2: Student Attendance: By the end of the 2022-2023 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Attendance will be monitored according to the district guidelines for all students. Perfect attendance will be celebrated at the end of each marking period.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95.8%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Admin/Principal Secretaries, Registrar, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 maintained at or below 190 total referrals.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The campus will implement a variety of strategies and programs to support a safe environment for all students including, but not limited to PBIS Rewards, PALS, HUGS Buddies, Bringing Out the Best, Capturing Kids Hearts, Project Safety, Quantum Learning, and Sanford Harmony. Students, staff and community will be aware of the Cy-Fair Tip line and understand how to use it.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Instructional Specialists, Counselors, Teachers, PBIS Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The campus will implement the above mentioned programs with restorative discipline, alongside the continuum of discipline with required steps taken before suspension for most behaviors and incidents. The campus will also create individualized behavior plans to support students with the goal of preventing in school suspensions when appropriate.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The campus will implement the above mentioned programs with restorative discipline, alongside a continuum of discipline with required steps taken before suspension for most behaviors and incidents. The campus will also create individualized behavior plans to support students with the goal of preventing out of school suspensions when appropriate.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will not exceed 1% of the student population.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The campus will continue to implement the above mentioned programs with restorative discipline, alongside the continuum of discipline, as well as create individual behavior plans to support students with the goal to prevent students being placed at SOS.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The campus will continue to implement a variety of strategies and programs to create a safe learning environment for all students including, but not limited to PBIS, Capturing Kids Hearts, Bringing Out the Best, Project Safety, HUGS Buddies, PALS, Dogs on Patrol, Quantum Learning, and Sanford Harmony.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors</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 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with treats, shout-outs, door hanger requests, and other various types of acknowledgement.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Principal Secretary</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: The campus will provide a variety of professional development opportunities that are targeted and specific to the needs of the staff through PLCs. These include, but are not limited to: Campus Subscriptions or Websites (ie. Legends of Learning, Schoology, Google Drive, SmartyAnts), Technology Training (ie. lightspeed, student devices, promethean panels), MAP Growth Testing, Math Manipulative Use, Behavior Intervention Strategies, Book Studies, and others as the need is identified.</p> <p>Strategy's Expected Result/Impact: The expectation is that all staff will have opportunities to strengthen their individual skill set and reduce individual areas of professional weakness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Teachers</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 2022-23 school year, parent and family engagement will increase by 10%.

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: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English, Spanish and Vietnamese, in several different methods: newsletters, school messenger, social media, text messages, remind, and the marquee. Materials for these parent nights will be purchased and provided to the parents at no cost, child care will be provided by paraprofessionals for all events necessary, and translation services and support will also be provided by the campus.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement opportunities including, but not limited to:</p> <p>Daily Teacher Conference Times: available year round Meet the Teacher - August 16-18 Guard Dog Kickoff - October 4 Family Fitness Night - October 11 Family Math Night - October 25 Field Days - November 9-11 Family Literacy Night - December 6 Father (figure)/Daughter Dance - February 10 Pastries with Parents - March 3 Multicultural Festival - March 4 Rodeo Days - March 8-9 Family Science Night - March 28 Mother (figure)/Son Game Night - April 14 Graduation (kinder) - May 23 Graduation (fifth grade) - May 25 Counselor's Corner - second Wednesday of each month Mom's with HEART - last Friday of each month</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Librarian, Title 1 Coordinator, Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Susan Epperson	Principal
Classroom Teacher	Andrea Barnes	PreK Teacher
Classroom Teacher	Dulce Garcia	1st Grade Teacher
Classroom Teacher	Debbie Chumley	2nd Grade Teacher
Classroom Teacher	Joan Coats	3rd Grade Teacher
Classroom Teacher	Victoria Diaz	4th Grade Teacher
Classroom Teacher	Dolores Carter	5th Grade Teacher
Classroom Teacher	Shannon Torres	Kinder Teacher
Classroom Teacher	Maricela Barron	SPED/Dyslexia Teacher
Non-classroom Professional	Lyla Payne	Counselor
Non-classroom Professional	Susan Hensley	Counselor
Non-classroom Professional	Brittany Wadyka	Literacy Instructional Specialist
Non-classroom Professional	Tassmaine Newton	Math/Science Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
Parent	Chau Nguyen	Parent
Parent	Mica DeScioli	Parent
Community Representative	Stephanie Rodriguez	Community Resident
Community Representative	add name	Community Resident #2
Business Representative	Philip Benavides	Business Representative
Business Representative	add name	Business Representative #2
Paraprofessional	Teena Kaur	Paraprofessional
Paraprofessional	Monica Perez	Paraprofessional
Non-classroom Professional	Melinda Aviles	Librarian
Non-classroom Professional	Jessica Snyder	Testing Coordinator/Title 1
Non-classroom Professional	Mimi Nguyen	Interventionist
Administrator	Elvira Ross	Assistant Principal
Administrator	Cathy Null	Assistant Principal

Committee Role	Name	Position
Classroom Teacher	Kat Hoskins	Music Teacher
Paraprofessional	Amy McSwain	Admin Secretary
Non-classroom Professional	Ava Clark	Behavior Intervention

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	Lee	White	12	10	83%	85%	86%	7	58%	60%	57%	4	33%	35%	*
Reading	3	Lee	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lee	Eco. Dis.	83	59	71%	74%	66%	37	45%	50%	37%	17	20%	25%	11%
Reading	3	Lee	Emergent Bilingual	27	21	78%	80%	60%	7	26%	30%	30%	3	11%	15%	11%
Reading	3	Lee	At-Risk	96	69	72%	75%	63%	42	44%	45%	35%	19	20%	25%	17%
Reading	3	Lee	SPED	14	5	36%	40%	52%	2	14%	15%	*	0	0%	10%	*
Reading	4	Lee	All	138	100	72%	75%	78%	56	41%	45%	44%	30	22%	25%	14%
Reading	4	Lee	Hispanic	79	56	71%	75%	71%	32	41%	45%	32%	14	18%	20%	*
Reading	4	Lee	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lee	Asian	14	12	86%	87%	100%	7	50%	55%	69%	6	43%	45%	50%
Reading	4	Lee	African Am.	19	12	63%	65%	71%	5	26%	30%	52%	2	11%	15%	*
Reading	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lee	White	16	12	75%	78%	90%	8	50%	55%	60%	5	31%	35%	*
Reading	4	Lee	Two or More	7	5	71%	72%	*	3	43%	45%	*	2	29%	30%	*
Reading	4	Lee	Eco. Dis.	102	69	68%	70%	75%	37	36%	40%	40%	15	15%	20%	12%
Reading	4	Lee	Emergent Bilingual	50	29	58%	60%	72%	14	28%	30%	17%	9	18%	20%	*
Reading	4	Lee	At-Risk	100	65	65%	70%	69%	31	31%	35%	28%	18	18%	20%	9%
Reading	4	Lee	SPED	19	7	37%	40%	36%	3	16%	20%	*	2	11%	15%	*
Reading	5	Lee	All	135	113	84%	85%	73%	73	54%	55%	43%	39	29%	30%	23%
Reading	5	Lee	Hispanic	86	73	85%	90%	73%	42	49%	50%	41%	19	22%	25%	18%
Reading	5	Lee	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lee	Asian	16	16	100%	100%	100%	13	81%	85%	77%	9	56%	60%	62%
Reading	5	Lee	African Am.	16	11	69%	70%	58%	9	56%	60%	27%	5	31%	34%	19%
Reading	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lee	White	12	9	75%	80%	73%	6	50%	55%	47%	5	42%	45%	*
Reading	5	Lee	Two or More	5	4	80%	85%	71%	3	60%	65%	*	1	20%	25%	*
Reading	5	Lee	Eco. Dis.	102	81	79%	80%	67%	47	46%	50%	39%	22	22%	25%	20%
Reading	5	Lee	Emergent Bilingual	47	36	77%	80%	60%	15	32%	35%	30%	4	9%	10%	13%
Reading	5	Lee	At-Risk	120	99	83%	85%	66%	59	49%	50%	34%	31	26%	30%	15%
Reading	5	Lee	SPED	15	5	33%	35%	48%	1	7%	10%	*	0	0%	10%	*
Science	5	Lee	All	135	105	78%	80%	60%	61	45%	50%	35%	19	14%	15%	16%
Science	5	Lee	Hispanic	86	68	79%	80%	54%	31	36%	40%	28%	9	10%	15%	12%
Science	5	Lee	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lee	Asian	16	16	100%	100%	100%	14	88%	90%	85%	6	38%	40%	*
Science	5	Lee	African Am.	16	7	44%	45%	42%	7	44%	45%	23%	1	6%	10%	*
Science	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lee	White	12	10	83%	85%	67%	7	58%	60%	33%	3	25%	28%	*
Science	5	Lee	Two or More	5	4	80%	85%	86%	2	40%	45%	*	0	0%	10%	*
Science	5	Lee	Eco. Dis.	102	74	73%	75%	52%	42	41%	45%	25%	9	9%	10%	13%
Science	5	Lee	Emergent Bilingual	47	33	70%	75%	36%	16	34%	35%	21%	2	4%	10%	*
Science	5	Lee	At-Risk	120	91	76%	80%	51%	52	43%	45%	25%	14	12%	15%	8%
Science	5	Lee	SPED	15	7	47%	50%	38%	3	20%	25%	24%	0	0%	10%	*

Early Childhood Literacy Board Outcome Goal

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

		LEE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	47%	32%	49%	53%	51%	54%	57%
		Total Number Meets or Higher		36		55			
		Total Number Tested		113		103			
		Points away from or above target		-15		+4			
		Difference from Prior Year				+21			
		Growth from Prior Year				66%			
	Hispanic	Target and Actual Rate	36%	22%	38%	44%	40%	43%	46%
		Total Number Meets or Higher		16		27			
		Total Number Tested		72		62			
		Points away from or above target		-14		+6			
		Difference from Prior Year				+22			
		Growth from Prior Year				100%			
	Eco. Disadv.	Target and Actual Rate	37%	24%	39%	47%	41%	44%	47%
		Total Number Meets or Higher		20		37			
		Total Number Tested		85		78			
		Points away from or above target		-13		+8			
		Difference from Prior Year				+23			
		Growth from Prior Year				96%			
	EL (Current & Monitored)	Target and Actual Rate	43%	27%	45%	51%	47%	50%	53%
		Total Number Meets or Higher		17		23			
Total Number Tested			63		45				
Points away from or above target			-16		+6				
Difference from Prior Year					+24				
Growth from Prior Year					89%				
Cont. Enrolled	Target and Actual Rate	50%	35%	52%	54%	54%	57%	60%	
	Total Number Meets or Higher		30		48				
	Total Number Tested		86		89				
	Points away from or above target		-15		+2				
	Difference from Prior Year				+19				
	Growth from Prior Year				54%				

Early Childhood Math Board Outcome Goal

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

		LEE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	53%	30%	55%	39%	57%	60%	63%
		Total Number Meets or Higher		34		40			
		Total Number Tested		113		103			
		Points away from or above target		-23		-16			
		Difference from Prior Year				+9			
		Growth from Prior Year				30%			
	Hispanic	Target and Actual Rate	45%	21%	47%	29%	49%	52%	55%
		Total Number Meets or Higher		15		18			
		Total Number Tested		72		62			
		Points away from or above target		-24		-18			
		Difference from Prior Year				+8			
		Growth from Prior Year				38%			
	Eco. Disadv.	Target and Actual Rate	47%	25%	49%	33%	51%	54%	57%
		Total Number Meets or Higher		21		26			
		Total Number Tested		85		78			
		Points away from or above target		-22		-16			
		Difference from Prior Year				+8			
		Growth from Prior Year				32%			
	EL (Current & Monitored)	Target and Actual Rate	53%	22%	55%	33%	57%	60%	63%
		Total Number Meets or Higher		14		15			
Total Number Tested			63		45				
Points away from or above target			-31		-22				
Difference from Prior Year					+11				
Growth from Prior Year					50%				
Cont. Enrolled	Target and Actual Rate	56%	33%	58%	39%	60%	63%	66%	
	Total Number Meets or Higher		28		35				
	Total Number Tested		86		89				
	Points away from or above target		-23		-19				
	Difference from Prior Year				+6				
	Growth from Prior Year				18%				

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.