

# Cypress-Fairbanks Independent School District

## Farney Elementary School

2023-2024



# Mission Statement

Farney Elementary promotes achievement levels that reflect high expectations, positive attitudes, teamwork and respect for differences. Nurtured by staff, parents, and the community, students experience a well-balanced curriculum and a challenging learning environment. Parent involvement is valued as an avenue to ensure student success a sense of community.

# Vision

This year our school theme is Together We Shine!

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Student Achievement .....	7
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	9
Parent and Community Engagement .....	10
Goals .....	11
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. ....	11
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. ....	17
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. ....	20
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. ....	22
2023-2024 CPOC .....	23
Addendums .....	24

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Farney Elementary is a campus in Cypress, Texas. Farney Elementary opened its doors in 2000. Farney is projected to serve 920 students in grades Pre-K through 5th grade during the 2023-2024 school year, which is a decrease from the previous year of 35 students.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Farney's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- STAAR scores
- Attendance
- Behavior
- Discipline
- MAP scores
- Benchmarks
- Amplify
- Grades
- Demographics

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 5th, 2023 and again on September 28, 2023 to develop and finalize the CNA. The meetings were held in room 1030 at Farney Elementary at 4:30 pm.

At the first meeting on May 5th, 2023, principal Dr. Tricia Reilly started with an icebreaker and introductions. She then went over our mission statement. Dr. Reilly then asked the group to come up with words that describe Farney. She asked the group to use those words to come up with our vision statement.

To create a safe and supportive community where every student and staff have the opportunity to thrive.

To create a safe environment that is inclusive and supportive to all -students, families, and staff.

To enhance and enrich the minds and character of our students through a supportive, collaborative, and nurturing environment.

**\*\*To create a safe, nurturing, and supportive community where every student and staff have the opportunity to thrive.**

Dr. Reilly explained all the ways that Title 1 funds can be used.

What are our needs and where do we need to focus our efforts? We will look at data on Wednesday, 5/10, during the next meeting.

Data needed for next meeting, STAAR scores, attendance, behavior, discipline, MAP scores, Benchmarks, Amplify, grades, demographics

Next time we will identify our 3 statements, root cause analysis.

At the second meeting on September 28, 2023, the CPOC (describe what happened at the meeting).

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

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically Reading. Through the root cause analysis process, we identified differentiation needs to be provided to students to support all students and their varied reading levels and skills.

Our second identified priority problem is in the area of student achievement, specifically math. Through the root cause analysis process, we identified our math performance by Asian, White, AA, EB, and sped students need improvement.

Our third identified priority problem is in the area of attendance, specifically, students often miss school following or prior to the weekend. Through the root cause analysis process, we identified we need to discuss the importance of school attendance with students and families in the community.

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

- 3rd grade reading STAAR scores were above the district target for all students in the approaches and meets areas.
- Our 3rd grade EB students outperformed our target STAAR goal and cluster in the area of reading masters.
- 4th grade reading all subpopulations scored higher in mastery on STAAR than the district scores.
- On the 5th grade reading STAAR our sped population was above the targeted goal in the masters category.
- In 3rd grade math, our emergent bilingual students exceeded the district in the STAAR masters category.
- On the 4th grade math STAAR test our at-risk students exceeded the target goal in the masters category.
- Our 5th-grade math scores were higher than the target projection in the approaches category on STAAR.
- On the 5th grade STAAR science test our sped students scored higher than the target projection.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our reading performance needs differentiation to support various student populations. **Root Cause:** RLA: Teachers are not always using data to plan targeted small-group instruction to meet individual student needs.

**Problem Statement 2:** Math: Our math performance by specific sub-populations need to continue to improve. ( Asian, White, AA, EB and SPED). **Root Cause:** Math: Teachers need to intentionally plan lessons including vocabulary, mathematical conversations, and real-world problem-solving.

**Problem Statement 3:** Science: Our science scores did not meet the targeted projections on STAAR for most populations. **Root Cause:** Science: The 5th-grade science teachers need to continue to purposefully plan lessons that involve interactive vocabulary and real-world/relevant experiences.

**Problem Statement 4:** Students are beginning the 2023-24 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.

## School Culture and Climate

### School Culture and Climate Strengths

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

- Restorative discipline continues to be implemented and practiced through the implementation of the Positive Behavior Intervention System.
- Behavior Interventionist has a proactive impact in the classroom.
- Security and safety continue to be enhanced with guidance from the district Emergency Operations team.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students come to school late and leave early; therefore missing instruction. **Root Cause:** Families do not always understand that we teach bell to bell and schedule appointments during school hours.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

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

- We continue to provide professional development, including book studies in the areas of Math, Reading, and writing with consultants on campus to increase teacher capacity.
- We have a positive staff culture which assists us in attracting and retaining quality staff.
- Our staff is highly qualified.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance continues to be a problem. **Root Cause:** Teacher/Paraprofessional Attendance: Factors such as campus hours and stress lead to staff members being absent.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- Many parents consistently attend events such as Meet the Teacher, Curriculum Night, parent conferences, book fairs, field day, Veteran's Day, Farney Festivities, 5th grad day, and PTO meetings at Farney.
- We provide consistent communication with parents via social media (Facebook, Twitter, Instagram), a school newsletter, Remind 101, and phone calls.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We have noticed a decrease in the number of parents attending parent conferences in the fall in person. **Root Cause:** We need to offer an assigned day to hold parent conferences to make it a "district-wide" event.

# Goals










**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.








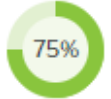

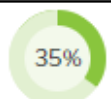


**Performance Objective 1: Curriculum and Instruction & Accountability:** By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.








**Evaluation Data Sources:** STAAR RLA, Math, and Science

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** In most content areas we showed progress towards our performance objectives.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Teachers in all grades will participate in planned, targeted small-group reading instruction to provide differentiation for students of all populations to move towards growth in approaches, meets, and masters levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, RLA Instructional Specialist, Reading Interventionist and RLA teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> All content teachers will increase writing responses that include proper grammar and readability.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Teachers, Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Math:</b> All math teachers will plan instruction with a specific focus on number sense, number talks, place value, and real-world problem-solving. Additionally, students in all grades will be provided with additional small group math support from a math interventionist focusing on teaching interactive skills and using mathematical conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, math interventionist, teachers and paraprofessionals.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science: Teachers will plan differentiated instruction that includes higher-level questioning strategies, the use of the visual non-glossary to support vocabulary, and real-world relevant experiences to clarify misconceptions and support student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Teachers, and Instructional Paraprofessionals.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: structured, differentiated lessons that will be delivered in small groups or individually based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, IS's, Teachers and Instructional Paras</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Well-Rounded Education: Students will be provided with a well-rounded education through activities such as: DaVinci Day, Horizons Showcase, GT program, EdTech Expo, Coding Club, Student Council, Spelling Bee, Choir, Farney Art Show, Family Fitness Nights, Running Club, Choral Festival.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8: At-Risk:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>1. Salaries:            *The primary Instructional Specialist will assist in ensuring the academic needs of our students are met.            *The paraeducator will assist students in K-5 through small group interventions.            *The behavior interventionist will support students by ensuring they remain in their classroom in order to maximize instructional time.</p> <p>2. Student PAFE snacks will be used to support before/after school events such as Curriculum Night and for parents to use to support their children at home.</p> <p>3. Supplies PAFE: To support activities that involve parents.</p> <p>3. Extra Duty Pay: Provide benefits for eligible professionals/paraprofessionals to provide or attend parent engagement activities.</p> <p>4. Supplies Instructional: Provide instructional supplies, including site licenses, and licenses to promote positive behavior awards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Testing Coordinator, Teachers, paraprofessionals and BI.</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 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:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We used most of our ESSER III funds to address student learning loss.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Summer Learning/Summer Enrichment: Welcome Back Camp - Students will be given instructional materials for both math and reading to extend learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending the WBC will score 70% or higher on first 9-wk report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Before/After School Program: Teachers in grades 3-5 will provide additional instructional time for identified students in the area of math and reading during before and after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending tutoring sessions will show 5% increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance. Additional instructional materials will be purchased to support teachers in closing learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students meeting with interventionists and teachers in small groups will show 10% increase in scores between their BOY and EOY grade-level appropriate ELAR/Math/Science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: Consultants will provide staff development for K-5 teachers to build capacity in mathematical understanding, phonetic and writing concepts. (Linkenhoger, Guthrie, Martin). Instructional Specialists will attend professional development to learn strategies to support teachers in helping close academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, K-5 students will show an increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Mental Health Supports: PBIS Rewards</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, K-5 students will show a decrease in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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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 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

**Next Year's Recommendation:** We provided support to students through our interventionists throughout the school year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	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 1: Student Safety:** By the end of the current school year, 100% of the district's safety policies will be implemented.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We have continued to work on door safety in our building but otherwise have met the district's safety policies per our safety audit.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Staff and students will implement/follow all safety guidelines and PBIS matrices.  <b>Strategy's Expected Result/Impact:</b> Students and staff feel safe in a warm and positive environment conducive to student learning.  <b>Staff Responsible for Monitoring:</b> Principal, AP's, IS's, Counselors, Teachers, BI, and Support Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.  <b>Staff Responsible for Monitoring:</b> EOP TEAM and Campus Secretary</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 current school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Our campus thus far has had 95% or higher in attendance.





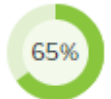





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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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:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports








**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, BI, Counselors, and Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Continue to implement and reinforce our SOAR matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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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 current school year, teacher/paraprofessional attendance will increase by 2%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, School Secretary</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 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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning  
Walk-throughs  
Lesson Plans

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We provided professional development to 90% of our staff members through consultant training.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in content book studies and on-campus professional development in the area of Math (Linkenhoger), Writing (Martin), and Reading (Guthrie).</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted small group instruction based on increased instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Staff Development Liaison, Teachers</p>	Formative		
	Nov	Feb	May
			
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**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 current school year, parent and family engagement will increase by 3%.

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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Parent engagement continues to be a goal for our campus.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Parents will participate in Meet the Teacher, Conferences, Curriculum Night, Watch Dog, and various other volunteer opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, IS's, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
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# 2023-2024 CPOC

Committee Role	Name	Position
Counselor	Kristen Trevino	Counselor
Counselor	Sandra Ayala	Counselor
Administrator	Dianna Passmore	Assistant Principal
Administrator	Stephanie Spangler	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Andrea Corona	Other School Leader (Nonteaching professional
Interventionist	Casey Morris	Support Staff
Other School Leader (Nonteaching Professional) #4	Cindy DeNard	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Melissa Matteson	Other School Leader (Nonteaching Professional) #3
Teacher #8	Sheri England	Teacher #8
Teacher #7	Kimmie Gonzalez	Teacher #7
Teacher #6	Page Kuykendall	Teacher #6
Teacher #5	Tammi McNett	Teacher #5
Teacher #4	Teri LaPlant	Teacher #4
Teacher #3	Jennifer Basford	Teacher #3
Business Representative #2	Jill Smith	Business Representative #2
Business Representative #1	Julie Lehmann	Business Representative #1
Paraprofessional #2	Marjorie Feliciano	Paraprofessional #2
Paraprofessional #1	Jennifer Pavlicek	Paraprofessional #1
Community Member #2	Corma Sisk	Community Member #2
Community Member #1	Jan Derr	Community Member #1
Parent #2	Chelsea Clifton	Parent #2
Parent #1	Dana Bahn	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Kathy Sanders	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #1	Tresa Rogers	Other School Leader (Nonteaching Professional) #1
Teacher #1	Amy Abramowitz	Teacher #1
Principal	Tracy Jacobsen	Principal

# 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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%	#	%	%	#	%	#	%	#	%
					#												
Math	3	Farney	ES 2	All	155	123	79%	85%	89%	76	49%	55%	50%	31	20%	28%	19%
Math	3	Farney	ES 2	Hispanic	48	37	77%	83%	91%	22	46%	52%	43%	7	15%	22%	16%
Math	3	Farney	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Farney	ES 2	Asian	19	18	95%	99%	95%	11	58%	64%	73%	11	58%	66%	*
Math	3	Farney	ES 2	African Am.	23	11	48%	54%	90%	5	22%	28%	35%	*	*	*	*
Math	3	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Farney	ES 2	White	56	49	88%	94%	84%	31	55%	61%	54%	10	18%	26%	30%
Math	3	Farney	ES 2	Two or More	9	8	89%	94%	100%	7	78%	84%	*	*	*	*	
Math	3	Farney	ES 2	Eco. Dis.	60	40	67%	73%	82%	21	35%	41%	45%	8	13%	22%	15%
Math	3	Farney	ES 2	Emergent Bilingual	17	11	65%	72%	72%	7	41%	47%	50%	*	*	*	*
Math	3	Farney	ES 2	At-Risk	56	36	64%	70%	75%	18	32%	38%	38%	7	13%	20%	11%
Math	3	Farney	ES 2	SPED	16	9	56%	63%	68%	5	31%	37%	24%	*	*	*	*
Math	4	Farney	ES 2	All	145	125	86%	91%	84%	92	63%	70%	58%	60	41%	48%	31%
Math	4	Farney	ES 2	Hispanic	60	53	88%	93%	81%	37	62%	69%	48%	21	35%	42%	26%
Math	4	Farney	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Farney	ES 2	Asian	16	14	88%	93%	95%	11	69%	77%	79%	10	63%	70%	58%
Math	4	Farney	ES 2	African Am.	17	12	71%	76%	63%	8	47%	54%	30%	*	*	*	*
Math	4	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Farney	ES 2	White	46	42	91%	96%	92%	33	72%	78%	72%	23	50%	58%	32%
Math	4	Farney	ES 2	Two or More	6	*	*	*	88%	*	*	*	75%	*	*	*	75%
Math	4	Farney	ES 2	Eco. Dis.	69	58	84%	89%	78%	43	62%	68%	50%	27	39%	46%	20%
Math	4	Farney	ES 2	Emergent Bilingual	25	22	88%	93%	82%	14	56%	62%	47%	7	28%	35%	35%
Math	4	Farney	ES 2	At-Risk	60	46	77%	82%	67%	29	48%	55%	36%	19	32%	38%	16%
Math	4	Farney	ES 2	SPED	16	10	63%	68%	63%	8	50%	57%	38%	*	*	*	*
Math	5	Farney	ES 2	All	165	152	92%	95%	86%	117	71%	75%	64%	61	37%	45%	36%
Math	5	Farney	ES 2	Hispanic	56	49	88%	93%	86%	37	66%	70%	59%	13	23%	31%	34%
Math	5	Farney	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Farney	ES 2	Asian	18	18	100%	100%	88%	16	89%	93%	76%	11	61%	69%	53%
Math	5	Farney	ES 2	African Am.	20	14	70%	74%	70%	11	55%	59%	45%	5	25%	33%	*
Math	5	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Farney	ES 2	White	64	64	100%	100%	91%	49	77%	82%	70%	30	47%	55%	39%
Math	5	Farney	ES 2	Two or More	6	6	100%	100%	100%	*	*	*	100%	*	*	*	*
Math	5	Farney	ES 2	Eco. Dis.	76	67	88%	92%	81%	43	57%	60%	56%	21	28%	36%	28%
Math	5	Farney	ES 2	Emergent Bilingual	25	24	96%	99%	82%	15	60%	64%	61%	7	28%	34%	21%
Math	5	Farney	ES 2	At-Risk	71	61	86%	88%	72%	36	51%	54%	47%	18	25%	32%	22%

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	2023 Cluster	Student Group	Tested		2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level		
					2023	#	#	%	%	#	%	%	#	%	#	%	%	#	%
					#														
Math	5	Farney	ES 2	SPED	15	12	80%	83%	60%	*	*	*	35%	*	*	*	*		
Reading	3	Farney	ES 2	All	153	127	83%	88%	92%	95	62%	70%	73%	44	29%	35%	40%		
Reading	3	Farney	ES 2	Hispanic	48	40	83%	88%	91%	28	58%	66%	61%	12	25%	31%	36%		
Reading	3	Farney	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Farney	ES 2	Asian	19	18	95%	97%	100%	15	79%	88%	77%	8	42%	48%	41%		
Reading	3	Farney	ES 2	African Am.	23	12	52%	58%	90%	7	30%	35%	65%	*	*	*	30%		
Reading	3	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Farney	ES 2	White	55	50	91%	96%	91%	38	69%	74%	82%	16	29%	35%	46%		
Reading	3	Farney	ES 2	Two or More	8	7	88%	93%	*	7	88%	95%	*	*	*	*			
Reading	3	Farney	ES 2	Eco. Dis.	60	43	72%	77%	89%	26	43%	48%	70%	11	18%	24%	37%		
Reading	3	Farney	ES 2	Emergent Bilingual	17	11	65%	70%	94%	10	59%	65%	56%	5	29%	35%	*		
Reading	3	Farney	ES 2	At-Risk	56	36	64%	69%	79%	27	48%	53%	55%	11	20%	26%	21%		
Reading	3	Farney	ES 2	SPED	16	7	44%	51%	68%	5	31%	39%	40%	*	*	*	*		
Reading	4	Farney	ES 2	All	145	121	83%	90%	87%	84	58%	66%	67%	55	38%	45%	33%		
Reading	4	Farney	ES 2	Hispanic	60	53	88%	94%	83%	34	57%	64%	65%	23	38%	44%	22%		
Reading	4	Farney	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Farney	ES 2	Asian	16	12	75%	83%	95%	11	69%	76%	85%	9	56%	63%	55%		
Reading	4	Farney	ES 2	African Am.	17	12	71%	77%	78%	7	41%	48%	41%	5	29%	35%	19%		
Reading	4	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Farney	ES 2	White	46	39	85%	92%	92%	28	61%	68%	76%	16	35%	44%	38%		
Reading	4	Farney	ES 2	Two or More	6	5	83%	90%	100%	*	*	*	75%	*	*	*	75%		
Reading	4	Farney	ES 2	Eco. Dis.	69	58	84%	90%	80%	35	51%	57%	57%	21	30%	36%	22%		
Reading	4	Farney	ES 2	Emergent Bilingual	25	18	72%	79%	82%	7	28%	36%	53%	*	*	*	*		
Reading	4	Farney	ES 2	At-Risk	60	42	70%	77%	73%	21	35%	42%	42%	13	22%	28%	15%		
Reading	4	Farney	ES 2	SPED	16	9	56%	62%	57%	*	*	*	39%	*	*	*	*		
Reading	5	Farney	ES 2	All	165	147	89%	95%	84%	116	70%	75%	61%	63	38%	45%	38%		
Reading	5	Farney	ES 2	Hispanic	56	47	84%	90%	84%	29	52%	58%	54%	15	27%	34%	33%		
Reading	5	Farney	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Farney	ES 2	Asian	18	17	94%	99%	81%	16	89%	94%	69%	12	67%	74%	50%		
Reading	5	Farney	ES 2	African Am.	20	16	80%	87%	65%	12	60%	65%	45%	8	40%	47%	25%		
Reading	5	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Farney	ES 2	White	64	61	95%	99%	89%	55	86%	91%	74%	26	41%	48%	48%		
Reading	5	Farney	ES 2	Two or More	6	5	83%	90%	100%	*	*	*	83%	*	*	*	*		
Reading	5	Farney	ES 2	Eco. Dis.	76	63	83%	88%	79%	46	61%	67%	50%	21	28%	35%	30%		
Reading	5	Farney	ES 2	Emergent Bilingual	25	21	84%	90%	75%	11	44%	50%	36%	5	20%	27%	*		

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023			%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Farney	ES 2	At-Risk	71	55	77%	83%	71%	36	51%	56%	39%	16	23%	30%	18%
Reading	5	Farney	ES 2	SPED	15	8	53%	60%	65%	5	33%	37%	35%	*	*	*	*
Science	5	Farney	ES 2	All	165	137	83%	88%	75%	95	58%	64%	46%	52	32%	40%	20%
Science	5	Farney	ES 2	Hispanic	56	39	70%	75%	69%	25	45%	52%	34%	12	21%	29%	17%
Science	5	Farney	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Farney	ES 2	Asian	18	17	94%	99%	75%	17	94%	99%	69%	9	50%	59%	*
Science	5	Farney	ES 2	African Am.	20	13	65%	70%	70%	6	30%	36%	35%	*	*	*	*
Science	5	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Farney	ES 2	White	64	62	97%	100%	83%	43	67%	73%	59%	27	42%	50%	24%
Science	5	Farney	ES 2	Two or More	6	6	100%	100%	100%	*	*	*	*	*	*	*	*
Science	5	Farney	ES 2	Eco. Dis.	76	58	76%	81%	65%	33	43%	49%	33%	17	22%	30%	14%
Science	5	Farney	ES 2	Emergent Bilingual	25	20	80%	85%	57%	9	36%	42%	29%	*	*	*	*
Science	5	Farney	ES 2	At-Risk	71	50	70%	75%	57%	25	35%	41%	31%	10	14%	22%	8%
Science	5	Farney	ES 2	SPED	15	9	60%	65%	50%	*	*	*	30%	*	*	*	*

# 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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in -lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
    - Boost 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

## Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.