Cypress-Fairbanks Independent School District

Lee Elementary School

2023-2024

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.

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Comprehensive Needs Assessment

Revised/Approved: September 28, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lee Elementary is a campus in Houston, Texas. Lee Elementary opened its doors in 2005. Lee Elementary is projected to serve 871 students in grades ECSE/PreK to Fifth during the 2023-2024 school year, which is an increase from the previous year of 866 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

On May 18 the following data was provided:

- District assessment data from beginning of the year to end of the year for math, science, and literacy
- Benchmark data for grades 3-5 in math, reading, and science (5th grade)
- mClass data for literacy in grades K-5

On September 14 the following data was also provided to develop the CNA:

- STAAR data tables for grades 3-5 in math, reading, and science for approaches, meets, and masters performance standards
- Target tables, district goals, and cluster data for STAAR grades in math, reading, and science

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 18, 2023 and again on September 18, 2023 to finalize the CNA. The meetings were held in the Lee Elementary Library at 4:00 PM.

At the first meeting on May 18, 2023, retiring principal Susan Epperson discussed the following:

- Welcomed group, stated the purpose for today, introductions
- Year end review was conducted by each member of the administrative team
- Data was presented and reviewed by the group
- CIP Strategy review and summative evaluation was conducted
- A campus needs assessment was conducted for the upcoming school year
- Strengths and needs were mentioned in math, reading, and science
- A preliminary campus improvement plan was discussed, including title 1 funding needs
- Opportunities for questions
- Grade level celebrations were shared
- Meeting was ended

At the second meeting on September 18, 2023, the new principal Lauree Johnson and the CPOC discussed the following:

- Introductions were made
- Purpose of the committee was explained
- CNA problem statements and root causes were reviewed
- Accountability was mentioned - website to check status was provided
- Title 1 budget was reviewed with suggestions for amendment in October
- Current enrollment (783) was reviewed with changes in the building in class sizes and teacher movement
- Attendance awareness initiative was discussed; input on ideas to build awareness was given
- Grade levels shared concerns, praises, and overall thoughts on school year so far

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 the AA target groups underperforming by not meeting targeted goals in literacy across the grade levels. Through the root cause analysis process, we identified that teachers lack the collaborative planning time and training, specifically for small group instruction to increase reading

comprehension.

Our second identified priority problem is in the area of student achievement, specifically our AA and EB target groups are underperforming in math due to lack of foundational knowledge. Through the root cause analysis process, we identified teachers lack the professional development and vertical training necessary to use manipulatives and other foundational strategies in upper elementary grades with purpose.

Our third identified priority problem is in the area of restorative discipline, specifically discipline referrals and exclusionary discipline actions not meeting the goal of maintaining or falling below previous the year total referrals. Through the root cause analysis process, we identified a school wide discipline continuum will be shared with teachers and specific behavior training opportunities will be offered by the behavior coach throughout the school year.

Student Achievement

Student Achievement Summary

- Teachers would like to continue the vertical alignment professional development to further the common language used across grade levels.
- Research opportunities for professional development in literacy that will enhance content knowledge, testing changes, and overall academic growth for our students.
- Continue the use of all interventionists and possibly utilize them earlier in the year, including an earlier tutorial start date, to better serve our students individual needs.

Student Achievement Strengths

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

- Tested subject vertical alignment professional development helped decrease the achievement gaps between target groups.
- Students displayed incremental growth through our use of interventionists in both math and reading as the year progressed.
- The outside professional development opportunities in math, provided an increase of content knowledge and our scores were within 10-15% of the district average scores.
- Teachers have completed the Science of Teaching Reading (reading academy) this year and feel better equipped with strategies and knowledge to better meet the needs of our students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American population is consistently not meeting the set targets and are underperforming across all grade levels.   **Root Cause:** RLA: Teachers identified a lack in collaborative planning time and training, specifically for small group instruction to increase reading comprehension.

Problem Statement 2: Math: Our African American and Emergent Bilingual populations are underperforming due to lack of foundational knowledge.   **Root Cause:** Math: Teachers identified a lack in professional development and vertical training necessary to use manipulatives and other foundational strategies in upper elementary grades with purpose.

Problem Statement 3: Science: Our Emergent Bilingual population is consistently not meeting the set targets and are underperforming across all grade levels.   **Root Cause:** Science: Teachers identified a need for designated times to meet vertically, with district support, to plan purposeful hands-on activities using resources available for Bilingual students.

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 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

- Self Manager program established
- PBIS is established and growing school wide
- PBIS Level 2 check in procedures in place
- PBIS Rewards voted to be implemented in the 23-24 school year
- Behavior Coach added to support teachers in restorative practices
- Capturing Kids Hearts strategies are used in classrooms
- Student code of conduct is established and reviewed school wide

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The majority of office referrals are happening in the classroom setting. **Root Cause:** There is a lack of understanding the behavior continuum and when to call for behavior support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Positive and safe school environment
- Respect of staff members to each other and their teams
- Strong staff work ethic and integrity
- Opportunities for staff recognition
- 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
- 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.)
- Parent involvement has grown by 10% in the past three years

Goals

Revised/Approved: September 18, 2023

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: Provide more vertical planning opportunities, provide more specific professional development opportunities in math

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Provide professional development training, vertical planning opportunities, collaborative planning times and materials to increase growth and provide differentiation in target students through small group instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students will show growth and increased reading levels through purposeful small group planning. In addition, they will utilize critical reading skills across content areas as a result of programs such as Learning A-Z, SmartyAnts, Scholastic News Subscriptions, and additional opportunities/products as they arise. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	50%	75%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Provide professional development to improve the use of manipulatives, foundational knowledge, planning and strategies that are applicable to targeted student groups.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	50%	70%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide professional development and vertical planning opportunities with invited district coaches to increase student growth in the application of hands on experiences, focused on our targeted populations.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students show growth in application of strategies, increase academic vocabulary and critical reading skills from teachers attending various professional development opportunities (ie. CAST, Region 4, etc.) and during vertical planning alongside the district coaches. Students will also utilize programs such as Legends of Learning to reinforce the first instruction provided by teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	25%	50%	80%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness. **Staff Responsible for Monitoring:** Principal, Nurse, Counselors, Physical Education Teachers	25%	50%	100%

Strategy 5 Details	Formative Reviews		
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.	**Formative**		
	Nov	Feb	May
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. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers	25%	100%	100%

Strategy 6 Details	Formative Reviews		
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, and Student Council.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Genius Lab Time: students can receive necessary intervention and enrichment in a small group setting. Field Trips: students will engage in field trips to enrich their educational experiences. Family Nights: families will engage in curriculum family nights to better strengthen the home and school partnership. Clubs: students can participate in Destination Imagination (DI) and jogging club to enhance their academic experience. Student Council: upper elementary students may join in order to better the school, as well as grow and develop leadership skills. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers	50%	100%	100%

Strategy 7 Details	Formative Reviews		

Strategy 7: At-Risk: 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

	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. 1. Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events. 2. 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. 3. Temporary workers for additional support to increase student academic success and growth. 4. 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. 5. 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. 6. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement. 7. Books, stickers, pens/pencils, and other items to serve as reinforcers for students to increase learning, increase behavior and increase academic success. 8. Class Size Reduction teachers and additional paraprofessional positions to assist in the larger populated classrooms. 9. Funds for student scholarships and consumable materials for summer enrichment. 10. Snacks provided to students during tutorials and assessments. 11. Technology and resources for classroom instruction to be utilized by teachers and students. 12. Funds to purchase Action Based Lab equipment and training for staff to become certified in using the equipment with data driven purpose. 13. Funds for bus transportation and student entry for field trips to increase real-world experiences that are specifically tied to grade level content TEKS 14. Funds for bus transportation for tutorials after school. 15. Funds to provide books for the library, specifically for our ECSE student population, as well as author visits to promote literacy. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator	65%	90%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with students to improve their academic performance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 90% of students working with our content interventionist will show growth toward the end of the year grade level standards. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Tutorials will be offered to students who show a need for small group reteaching or additional instruction.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	50%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Temporary Worker - an experienced teacher will be hired as an additional interventionist to help struggling students with foundational math skills and strategies.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 90% of students working with our temporary worker will show growth toward the end of the year grade level standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists	N/A	50%	100%

0% No Progress	100% 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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	75%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective 1: Student Safety: By the end of the 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: Met Objective

Strategy 1 Details	Formative Reviews		
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, guidance lessons, counselor groups, and student mentoring program.	Formative		
	Nov	Feb	May
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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel	70%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, EOP Representative	100%	100%	100%

0% No Progress	100% 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: Significant progress made toward meeting Objective

    Next Year's Recommendation: Continue the attendance action plan for student attendance

Strategy 1 Details	Formative Reviews		

Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate by forming an attendance committee, contacting parents of students who are absent for more than 2 consecutive days, displaying attendance for each grade level on campus, communicating attendance percentages through campus newsletters, and providing incentives each nine weeks for students whose attendance is 95% or higher.
     Strategy's Expected Result/Impact: 95% overall attendance rate
     Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	70%	80%

Strategy 2 Details	Formative Reviews		

Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)
     Strategy's Expected Result/Impact: 95% overall attendance rate
     Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	60%	70%

0% No Progress   100% 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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The 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, Counseling Lessons, HUGS Buddies, Quantum Learning, and specific behavior coaching.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors	70%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those stragies to help students contribute to the positive classroom/school environment. 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, HUGS Buddies, Bringing Out the Best, Capturing Kids Hearts, Counseling Lessons, Quantum Learning and specific behavior coaching. Students, staff and community will be aware of the Cy-Fair Tip line and understand how to use it.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Coach, Instructional Specialists, Counselors, Teachers, PBIS Team	60%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with treats, shout-outs, staff lab loot, and other various types of acknowledgement.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Principal Secretary	35%	50%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: Met Objective

Strategy 1 Details	Formative Reviews		
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, Scholastic News), 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.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Teachers	35%	50%	100%

        0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 10%.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Parent and family engagement will continue to increase by 10%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
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:	Formative		
	Nov	**Feb**	**May**
Daily Teacher Conference Times - available year round with appointment Mom's with HEART - last Friday of each month in the library Lunch Visitors - PK - Thursdays; K-5 - Fridays Virtual Meet the Teacher - August 24, 2023 @ 11am and 5pm Open House - Grades 2-5, AB - September 12, 2023 Open House - ECSE-1st Grade - September 19, 2023 Family Math Night - October 24, 2023 Book Fair Week - October 23-27, 2023 Family Reading Night - December 12, 2023 Spelling Bee - December 19, 2023 Holiday Celebrations - December 21, 2023 Father/Father Figure, Daughter Dance - February 2, 2024 STAAR Parent Night - February 2024 Book Fair Week - March 25-28, 2024 Family Science Night - March 26, 2024 Mother/Mother Figure, Son Game Night - April 5, 2024 Fifth Grade Graduation - May 31, 2024 **Strategy's Expected Result/Impact:** Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Librarian, Title 1 Coordinator, Teachers	45%	75%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader #2	Sarah Michener	Counselor
Other School Leader #1	Lyla Payne	Counselor
Non-classroom Professional	Melinda Aviles	Librarian
Non-classroom Professional	Jessica Snyder	Testing & Title 1 Coordinator
Non-classroom Professional	Lakeya Bromley	Primary Instructional Specialist
Non-classroom Professional	Kimberly Jahn	Math and Science Instructional Specialist
Non-classroom Professional	Jalinda Oestreich	Literacy Instructional Specialist
Classroom Teacher	Jessie Flores	PEAM Teacher
Paraprofessional	Amy McSwain	Paraprofessional
Business Representative #2	Mason Holt	Business Representative #2
Business Representative #1	Alexander Soler	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Phillip Benavides	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Erika Blancaver	Parent
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Glenda Horner	District Administrator (LEA)
Other School Leader (Nonteaching Professional) #2	Emilie Manner	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Elvira Ross	Assistant Principal
Classroom Teacher	Sarah Shannon	SPED Teacher
Classroom Teacher	Jamie Smith	5th Grade Teacher
Classroom Teacher	Victoria Diaz	4th Grade Teacher
Classroom Teacher	Jamie Grooms	3rd Grade Teacher
Classroom Teacher	Patricia Shanley	2nd Grade Teacher
Classroom Teacher	Stacy Jamison	1st Grade Teacher
Classroom Teacher	Martha Sandoval	Kinder Teacher
Classroom Teacher	Mary Josue	PK Teacher

Committee Role	Name	Position
Principal	Lauree Johnson	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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	3	Lee	ES 7	All	144	113	78%	80%	77%	68	47%	50%	45%	33	23%	25%	12%
Math	3	Lee	ES 7	Hispanic	86	67	78%	80%	77%	39	45%	48%	41%	15	17%	19%	6%
Math	3	Lee	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lee	ES 7	Asian	17	16	94%	97%	100%	14	82%	85%	80%	10	59%	61%	*
Math	3	Lee	ES 7	African Am.	23	13	57%	59%	55%	6	26%	28%	35%	*	*	*	*
Math	3	Lee	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lee	ES 7	White	14	13	93%	95%	100%	6	43%	45%	*	*	*	*	*
Math	3	Lee	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lee	ES 7	Eco. Dis.	106	79	75%	77%	74%	42	40%	42%	43%	18	17%	19%	8%
Math	3	Lee	ES 7	Emergent Bilingual	47	33	70%	72%	68%	21	45%	47%	32%	10	21%	23%	*
Math	3	Lee	ES 7	At-Risk	84	63	75%	77%	69%	35	42%	44%	39%	19	23%	25%	7%
Math	3	Lee	ES 7	SPED	25	18	72%	73%	38%	10	40%	43%	*	*	*	*	*
Math	4	Lee	ES 7	All	118	88	75%	78%	65%	52	44%	47%	40%	20	17%	20%	18%
Math	4	Lee	ES 7	Hispanic	67	48	72%	75%	58%	23	34%	36%	34%	7	10%	12%	15%
Math	4	Lee	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lee	ES 7	Asian	16	16	100%	100%	100%	12	75%	78%	75%	9	56%	58%	44%
Math	4	Lee	ES 7	African Am.	20	10	50%	53%	56%	7	35%	37%	28%	*	*	*	*
Math	4	Lee	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lee	ES 7	White	10	9	90%	92%	90%	8	80%	83%	60%	*	*	*	*
Math	4	Lee	ES 7	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lee	ES 7	Eco. Dis.	91	62	68%	70%	58%	35	38%	40%	30%	13	14%	16%	12%
Math	4	Lee	ES 7	Emergent Bilingual	29	21	72%	74%	57%	8	28%	30%	33%	*	*	*	9%
Math	4	Lee	ES 7	At-Risk	78	52	67%	70%	57%	26	33%	35%	33%	11	14%	16%	13%
Math	4	Lee	ES 7	SPED	13	5	38%	40%	60%	*	*	*	17%	*	*	*	*
Math	5	Lee	ES 7	All	139	97	70%	73%	75%	57	41%	59%	55%	24	17%	19%	20%
Math	5	Lee	ES 7	Hispanic	74	54	73%	75%	74%	27	36%	38%	50%	9	12%	14%	13%
Math	5	Lee	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lee	ES 7	Asian	13	12	92%	94%	100%	12	92%	95%	94%	9	69%	71%	63%
Math	5	Lee	ES 7	African Am.	26	12	46%	48%	47%	*	*	*	*	*	*	*	*
Math	5	Lee	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lee	ES 7	White	16	12	75%	77%	90%	9	56%	57%	80%	*	*	*	*
Math	5	Lee	ES 7	Two or More	7	5	71%	73%	*	*	*	*	*	*	*	*	*
Math	5	Lee	ES 7	Eco. Dis.	102	67	66%	68%	72%	35	34%	36%	50%	12	12%	14%	17%
Math	5	Lee	ES 7	Emergent Bilingual	47	29	62%	64%	74%	11	23%	25%	58%	6	13%	15%	*
Math	5	Lee	ES 7	At-Risk	105	68	65%	67%	68%	32	30%	32%	48%	12	11%	13%	13%

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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	5	Lee	ES 7	SPED	21	11	52%	54%	32%	*	*	*	*	*	*	*	*
Reading	3	Lee	ES 7	All	144	102	71%	73%	86%	62	43%	45%	53%	24	17%	20%	26%
Reading	3	Lee	ES 7	Hispanic	86	60	70%	73%	86%	34	40%	43%	50%	13	15%	17%	22%
Reading	3	Lee	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lee	ES 7	Asian	17	15	88%	90%	90%	12	71%	74%	90%	7	41%	44%	70%
Reading	3	Lee	ES 7	African Am.	23	11	48%	50%	81%	5	22%	25%	33%	*	*	*	*
Reading	3	Lee	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lee	ES 7	White	14	12	86%	89%	100%	8	57%	59%	100%	*	*	*	*
Reading	3	Lee	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lee	ES 7	Eco. Dis.	106	70	66%	68%	87%	39	37%	39%	53%	12	11%	13%	25%
Reading	3	Lee	ES 7	Emergent Bilingual	47	28	60%	62%	80%	14	30%	33%	49%	5	11%	13%	15%
Reading	3	Lee	ES 7	At-Risk	84	53	63%	65%	83%	29	35%	38%	49%	14	17%	19%	20%
Reading	3	Lee	ES 7	SPED	25	13	52%	54%	81%	*	*	*	*	*	*	*	*
Reading	4	Lee	ES 7	All	120	93	78%	81%	79%	53	44%	47%	50%	17	14%	16%	23%
Reading	4	Lee	ES 7	Hispanic	68	48	71%	73%	75%	22	32%	34%	45%	*	*	*	18%
Reading	4	Lee	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lee	ES 7	Asian	16	16	100%	100%	100%	11	69%	72%	94%	8	50%	52%	50%
Reading	4	Lee	ES 7	African Am.	21	15	71%	74%	67%	11	52%	55%	33%	*	*	*	*
Reading	4	Lee	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lee	ES 7	White	10	9	90%	92%	100%	6	60%	63%	50%	*	*	*	*
Reading	4	Lee	ES 7	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lee	ES 7	Eco. Dis.	92	69	75%	77%	75%	37	40%	42%	44%	11	12%	14%	18%
Reading	4	Lee	ES 7	Emergent Bilingual	29	21	72%	75%	72%	5	17%	20%	37%	*	*	*	*
Reading	4	Lee	ES 7	At-Risk	80	55	69%	72%	72%	22	28%	30%	39%	7	9%	11%	13%
Reading	4	Lee	ES 7	SPED	14	5	36%	38%	67%	*	*	*	23%	*	*	*	*
Reading	5	Lee	ES 7	All	138	101	73%	76%	73%	59	43%	46%	48%	32	23%	25%	31%
Reading	5	Lee	ES 7	Hispanic	74	54	73%	75%	67%	30	41%	43%	42%	13	18%	20%	22%
Reading	5	Lee	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lee	ES 7	Asian	13	13	100%	100%	100%	10	77%	80%	81%	8	62%	64%	75%
Reading	5	Lee	ES 7	African Am.	26	15	58%	61%	53%	7	27%	29%	*	5	19%	21%	*
Reading	5	Lee	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lee	ES 7	White	15	11	73%	76%	90%	7	47%	50%	70%	*	*	*	60%
Reading	5	Lee	ES 7	Two or More	7	5	71%	73%	*	*	*	*	*	*	*	*	*
Reading	5	Lee	ES 7	Eco. Dis.	101	68	67%	70%	67%	39	39%	41%	42%	20	20%	22%	25%
Reading	5	Lee	ES 7	Emergent Bilingual	47	28	60%	62%	55%	14	30%	32%	26%	6	13%	15%	19%

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	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	5	Lee	ES 7	At-Risk	104	69	66%	68%	65%	35	34%	36%	39%	16	15%	17%	26%
Reading	5	Lee	ES 7	SPED	21	10	48%	50%	37%	*	*	*	*	*	*	*	*
Science	5	Lee	ES 7	All	138	83	560%	63%	57%	48	35%	37%	25%	22	16%	18%	7%
Science	5	Lee	ES 7	Hispanic	74	40	54%	58%	53%	21	28%	23%	20%	9	12%	14%	*
Science	5	Lee	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lee	ES 7	Asian	13	13	100%	100%	81%	11	85%	88%	56%	*	*	*	31%
Science	5	Lee	ES 7	African Am.	26	11	42%	44%	33%	6	23%	25%	*	*	*	*	*
Science	5	Lee	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lee	ES 7	White	15	10	67%	69%	90%	5	33%	35%	*	*	*	*	*
Science	5	Lee	ES 7	Two or More	7	6	86%	88%	*	*	*	*	*	*	*	*	*
Science	5	Lee	ES 7	Eco. Dis.	101	53	52%	55%	51%	25	25%	27%	23%	13	13%	15%	7%
Science	5	Lee	ES 7	Emergent Bilingual	47	17	36%	38%	52%	10	21%	23%	*	*	*	*	*
Science	5	Lee	ES 7	At-Risk	104	53	51%	53%	49%	26	25%	27%	19%	8	8%	10%	*
Science	5	Lee	ES 7	SPED	21	8	38%	40%	26%	5	24%	26%	*	*	*	*	*

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 (2nd-5th)
        - 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 or 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 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 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.