Cypress-Fairbanks Independent School District

McGown Elementary School

2023-2024

Mission Statement

From the center of the Earth to the top of the sky, our McGown Owls are inspired, equipped, and empowered by their belief in their potential to lead our world in changing the future!

Vision

Learn, Empower, Achieve, Dream

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Annually, the principal provides the State of The Campus overview to the entire staff, which includes available data, such as the TAPR, TELPAS, ISIP, local diagnostic and benchmark assessment, attendance, discipline, and the Title I parent survey. The CPOC committee then analyzes the data to find data trends which relate to our campus goals. The CPOC committee then breaks out into small groups to brainstorm strategies for each goal. Each group shares findings and suggests strategies for implementation that need to be put in place to address our needs.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: After a review of the data for our campus, we concluded that a need for targeted, differentiated instruction, depending on each student's level of achievement, is the most critical need for our students' future success. This will require increasing capacity for teachers to plan for and deliver differentiated instruction for each student so that we are meeting each student where they are, modifying and adjusting as checkpoint data indicates growth.

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

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

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

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

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

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

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and in the front office of Cue Luxury Apartments.

Demographics

Demographics Summary

McGown Elementary is a new elementary campus, opening in the 2022-2023 school year, made up of 1,104 students, 570 boys and 534 girls. 206 students receive ESL services, and 126 students receive special education supports. McGown serves 10% of our student population free/reduced meals. Our demographic breakdown is as follows:

- 33% White
- 31% Asian
- 19% Hispanic
- 10% African American
- 8% Mixed Race

Demographics Strengths

Our campus enjoys a diverse population, and we celebrate students from all backgrounds and cultures. We are one of only four campuses in CFISD to offer a Spanish action-based learning lab as a part of our specials rotation, and we will celebrate in the Spring with a Spanish Festival. We also serve 141 GT students in the Horizons program and will celebrate in a vertically aligned GT showcase in the Spring with Bridgeland High School.

Student Achievement

Student Achievement Strengths

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

STAAR Math: 3rd grade had 50% Masters, highest in Cluster 1

(Hispanic)

- 90% of Hispanic 3rd graders scored Approaches, surpassing the cluster average of 86%.
- 97% of Hispanic 4th graders scored Approaches, surpassing the cluster average of 80%
- 95% of Hispanic 5th graders scored Approaches, surpassing the cluster average of 91%
  - 42% of Hispanic 4th graders scored Masters, surpassing the cluster average of 29%
  - 45% of Hispanic 5th graders scored Masters, surpassing the cluster average of 34%

(AA)

- 76% of AA 4th graders scored Approaches, surpassing the cluster average of 72%
- 100% of AA 5th graders scored Approaches, surpassing the cluster average of 93%
- 38% of AA 3rd graders scored Masters, surpassing the cluster average of 21%
- 29% of AA 4th graders scored Masters, surpassing the cluster average of 25%
- 21% of AA 5th graders scored Masters, surpassing the cluster average of 18%

STAAR Reading: 4th grade had 53% Masters, highest in Cluster 1

(Hispanic)

- 100% of Hispanic 4th graders scored Approaches, surpassing the cluster average of 91%.
- 100% of Hispanic 5th graders scored Approaches, surpassing the cluster average of 93%.
- 48% of Hispanic 4th graders scored Masters, surpassing the cluster average of 38%.
- 70% of Hispanic 5th graders scored Masters, surpassing the cluster average of 45%.

(AA)

- 94% of AA 4th graders scored Approaches, surpassing the cluster average of 89%
- 93% of AA 5th graders scored Approaches, surpassing the cluster average of 91%
- 35% of AA 4th graders scored Masters, surpassing the cluster average of 28%
- 64% of AA 5th graders scored Masters, surpassing the cluster average of 47%

STAAR Science:

- 100% of Hispanic 5th graders scored Approaches, surpassing the cluster average of 88%
- 35% of Hispanic 5th graders scored Masters, surpassing the cluster average of 30%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Student groups in some grade levels are scoring below the cluster in the Masters category.   **Root Cause:** RLA: Teachers prioritize differentiation strategies for our students who are not yet on level or demonstrating the Approaches level of mastery and need additional strategies for differentiation at the higher performance standards.

Problem Statement 2: Math: Student groups are inconsistent across grade levels in performance at each cut score (approaches, meets, and masters).   **Root Cause:** Math: Teachers are not differentiating instruction enough to meet the needs of students performing at different levels.

Problem Statement 3: Science: Our 5th grade AA, White, emergent bilingual, and at-risk students performed below the cluster average at the "masters grade level standards" performance level on the STAAR Science Assessment.   **Root Cause:** Science: Teachers are relying primarily on whole group instruction and teacher demonstration of experiments.

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.

School Culture and Climate

School Culture and Climate Strengths

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

- McGown Elementary has completed its inaugural year as a new campus in CFISD. We are a 212 campus. Students understand that when water is 111 degrees, it is very hot, but when it is 212 degrees, it boils and can power a train. Our kids know to always give that extra degree of effort in all that we do. Our PBIS matrix is WISE. The "E" stands for Effort, and McGown Owls know that effort means giving a 212 effort.
- McGown Elementary believes in reaching ALL children where they are. We empower students to be in charge of their own learning and to set goals for themselves that demonstrate continuous growth. Our teachers believe "All kids" are "Our kids", and we support each other in ensuring all McGown Owls are making growth each year. As a staff, we model for our students what 212 effort looks like for adults, and in doing so, we are supporting our Owls in always reaching their potential.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: With 1,365 students and growing daily, our campus enjoys significant parent involvement, but we struggle to meet the varying needs of such a large number of parents.   **Root Cause:** The campus enrollment has far exceeded projected enrollment.

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.

- 16 teachers and staff had perfect attendance the first 9-weeks
- 21 teachers and staff had perfect attendance the second 9-weeks
- 5 teachers and staff had perfect attendance the first semester
- 17 teachers and staff had perfect attendance the third 9-weeks
- 11 teachers and staff had perfect attendance the 4th 9-weeks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1:
Teacher/Paraprofessional Attendance: While we have many staff with perfect attendance each quarter, we have other staff who use many of their 10 personal/sick days alloted.   **Root Cause:** Teacher/Paraprofessional Attendance: Teachers/Paraprofessionals will often need time off for personal mental health, illness, or family commitments.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a new campus, we do not yet have accountability data to review and report from 2022. Based on this school year's beginning of year assessment, the following is noted:

Reading:

Kindergarten- 70 of 172 students performed at the Masters level (41%)

1st Grade- 88 of 187 students performed at the Masters level (47%)

2nd Grade- 79 of 161 students performed at the Masters level (49%)

3rd Grade- 80 of 173 students performed at the Masters level (46%)

4th Grade- 65 of 161 students performed at the Masters level (40%)

5th Grade- 52 of 115 students performed at the Masters level (45%)

Math:

Kindergarten- 86 of 173 students performed at the Masters level (50%)

1st Grade- 78 of 184 students performed at the Masters level (42%)

2nd Grade- 74 of 165 students performed at the Masters level (45%)

3rd Grade- 82 of 168 students performed at the Masters level (49%)

4th Grade- 69 of 161 students performed at the Masters level (43%)

5th Grade- 48 of 115 students performed at the Masters level (42%)

Science:

3rd Grade- 98 of 172 students performed at the Masters level (57%)

4th Grade- 90 of 157 students performed at the Masters level (57%)

5th Grade- 71 of 115 students performed at the Masters level (62%)

Curriculum, Instruction, and Assessment Strengths

Based on beginning of year assessment, most students are performing at high levels . We will continue to differentiate instruction to meet the needs of all learners so that all students

make incremental growth this year.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- We have excellent family engagement at McGown.
- We enjoyed multiple student programs (music and Spanish ABL) for each grade level for parents to attend, as well as a fine arts showcase and a GT showcase.
- Every grade level conducted an academic big event for parents to attend with their student during the school day.
- McGown enjoys a large VIPS program and had Watch D.O.G.S. (dads) three times a week.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: McGown struggles to meet the needs of such a large number of parents who attend our events.   **Root Cause:** We love our parents and are continuing to find ways to better meet the needs of our growing family population. Lack of parking spaces, cafeteria size, and parent volume continue to be constraints for us- good problems to have.

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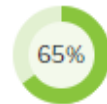
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

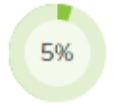| Strategy 1 Details	Formative Reviews		
Strategy 1: Reading/ELA: We will participate in content area planning sessions, focusing on the implementation and integration of the new ELAR curriculum and alignment with new learning from the Science of Teaching Reading academy.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR performance targets as noted on the attached CIP data table. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	30%	65%	
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Reading/ELA: Teachers will receive training and materials for effective implementation in the use of sound walls.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR performance targets as noted on the attached CIP data table. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	25%	75%	
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Math: We will participate in content area planning sessions, focusing on the implementation and integration of number talks, hands-on activities designed with a progression from concrete to abstract, and prioritizing the use of STMath for individualized and targeted practice.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR performance targets as noted on the attached CIP data table. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	35%	75%	

Strategy 4 Details	Formative Reviews

Strategy 4: Science: We will participate in content area planning sessions, focusing on the implementation and integration of interactive word walls, differentiated small group instruction, student-led science experimentation, and direct instruction and practice of the differences in short constructed responses in science versus short constructed responses in Reading/Language Arts. **Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR performance targets as noted on the attached CIP data table. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	**Formative**		
	Nov	**Feb**	**May**
	20%	65%	

Strategy 5 Details	Formative Reviews

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	30%	60%	

Strategy 6 Details	Formative Reviews

Strategy 6: 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:
- "Closing the Gap time" from 3:15-3:40 for some grade levels and 8:20-8:45 for the remaining grade levels, providing two blocks of time for intervention teachers to support a greater number of students.
- Teachers will assess ongoing checkpoint data to comprise small groups.
- Once in their groups, teachers will address each student's gaps observed in the data.
- Groups will flexibly form based on the grade level needs.
    Strategy's Expected Result/Impact: Students will meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists and Coaches
	Formative		

	Nov	**Feb**	**May**
	30%	65%	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Before/after school tutoring - Targeted instruction will occur for invited students before and after school in 30-minute tutoring sessions, as well as during two designated 25-minute Closing the Gap times throughout the day.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 23-24 school year, all students receiving before/after school tutoring and Closing the Gap intervention will have made incremental growth from BOY to MOY and from MOY to EOY as measured by MAP, with an emphasis on moving "approaches" designations to "meets" and "meets" to "masters." **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal	5%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Math 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 23-24 school year, all identified students receiving support from the math interventionist will have made incremental growth from BOY to MOY and from MOY to EOY as measured by MAP, with an emphasis on moving "approaches" designations to "meets" and "meets" to "masters" in the area of math. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal	30%	65%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Core Staff Capacity Building/Professional Development	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 23-24 school year, kindergarten, 1st, 2nd, and 3rd grade teachers will have the opportunity to work with consultant, Schonda Guthrie, to build capacity in the area of phonics and structured literacy instruction. **Staff Responsible for Monitoring:** Principal/APs/Instructional Specialists	30%	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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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.	30%	65%	
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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	30%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences):	**Formative**		
1. The principal released a parent video in August explaining the importance of daily attendance. 2. Grade levels with the highest percentage of days present each week will be announced on Mondays during morning announcements. 3. Spotted Owl Attendance- each grading period we will be honoring students with exemplary attendance (no more than any combination of tardies, early releases, and actual absences less than or equal to 3 per grading period). Students earning Spotted Owl status will be awarded a spirit stick for their lanyard, which when worn, will provide them access to other Spotted Owl privileges each quarter.	Nov	Feb	May
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	25%	60%	

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate.
- Our PBIS Leadership team will facilitate different schoolwide events and contests to help keep our campus safe, such as the Golden Owl Safety Challenge (exterior doors, dismissal procedures, cafeteria safety, etc.).
We will partner with Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our At-Risk students. We are also implementing HUGS Buddies, as teacher mentors, and Jr. Counselors, as student mentors.
    Strategy's Expected Result/Impact: Violent incidents will be at 0%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors , Teachers
	Formative		

	Nov	Feb	May
	30%	65%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.
- We have our PBIS Matrix in place to meet the needs of our current population.
- Willpower
- Integrity
- Safe
- Effort
 	
- We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, Teachers, and PBIS Leadership Team
	Formative		

	Nov	Feb	May
	30%	65%	

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 be at 95% or higher.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance:		**Formative**		
- Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks, as well as exemplary attendance at the semester mark.		**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Administrative Team		30%	50%	
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, teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development:	**Formative**		
- Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser.	**Nov**	**Feb**	**May**

- Teachers will attend professional development within and outside the District, based on their goals set with appraiser.
- Teachers have identified key areas for growth and will participate in peer-led choice PD sessions during the February professional development day.
- McGown primary teachers are participating in the Science of Teaching Reading Academy and are participating in PLC groups led by staff who have completed STR.
- Some teachers participated in either the Sold A Story podcast study or the Shifting the Balance book study to support new research in literacy instruction.
- Teachers participated in the Digital Learning Conference to hone skills in technology integration and innovation.
 	
    Strategy's Expected Result/Impact: Additional certifications obtained and specific professional growth areas addressed.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers
	30%	65%	

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, we will have increased our family and parent engagement due to a wider choice of options for participation.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement:	**Formative**		
We will provide a climate where families are given the opportunity to take an active role in their child's education through the following activities:	**Nov**	**Feb**	**May**

- VIPS participation
- Local business and community partnerships (ex: Katy Police Dept., Community Chess, Faith Church)
- Night at the Nest (spread out over three nights- 9/26, 9/27. and 9/28)
- Book Character Pumpkins
- Veterans' Day Program
- Watch Dog Dads
- Music Memory Contest
- Choral Festival Night
- Rodeo Art Night at Berry Center
- District Elementary Art Show at Berry Center
- Jingle Bell Walk (carolling)
- Career Week
- The Beauty of McGown: Multicultural showcase and Spanish ABL Festival for grades 1st, 3rd, and 5th
- Owlette Dance Team performances (ie Rice Football, Supt. Fun Run, Bridgeland Show Off)
- Honor Choir performances (ie Rice Football)
Grade Level Big Events:
- Pre-K Kids Invite Someone Special Event
- Kindergarten Literacy Luau
- Pumpkin Palooza (1st grade)
- Snow 2 the World (2nd grade)
- Vocabulary Promenade (3rd grade)
- Go Texan Day Parade (4th grade)
- Wax Museum (5th grade)
- 5th grade Recognition Ceremony
- Kindergarten Recognition Ceremony
- Bridgeland HS GT Showcase
- McGown GT Showcase
- Field Day
- Kindergarten Musical
- 2nd grade Musical
- 4th grade Musical
- Spring Fine Arts Showcase
 	
    Strategy's Expected Result/Impact: Increased family and parent engagement
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
	30%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: We will utilize Sprague Middle School for our nighttime programs to alleviate space constraints.	Formative		
Strategy's Expected Result/Impact: Parents will have room to park and space to see their students perform. **Staff Responsible for Monitoring:** Specials teachers, instructional specialists, assistant principals, principal	Nov	Feb	May
	30%	65%	

Strategy 3 Details	Formative Reviews		
Strategy 3: We will separate our parent events, such as Night at the Nest, to three evenings, to ease crowding and parking in order to provide a better experience for our parents.	Formative		
Strategy's Expected Result/Impact: Parents will have better parking options and will be able to more easily move about the campus. **Staff Responsible for Monitoring:** Administration	Nov	Feb	May
	30%	65%	

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

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Classroom Teacher	Christina Tran	2nd grade Teacher
Classroom Teacher	Faith Kitzman	1st grade Teacher
Classroom Teacher	Natasha Sufi	Art Teacher
Classroom Teacher	Marina Wright	SPED Teacher
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Sarah Seitz	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Natalie Carrillo	Parent #2
Parent #1	Rachel Rakunas	Parent #1
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Amanda Garrett	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Catherine Sauer	Assistant Principal
Teacher #8	Gunjeet Bhatt	5th grade Teacher
Teacher #7	Arielle Calcote	4th grade Teacher
Teacher #6	Danielle Thomas	3rd grade Teacher
Teacher #5	Lesley Zavala	2nd grade Teacher
Teacher #4	Sara Price	1st Grade Teacher
Teacher #3	Yanely Jimenez	Kindergarten Teacher
Teacher #2	Deborah McMeekin Garza	Kindergarten Teacher
Teacher #1	Desirae Loftin	Pre-K Teacher
Principal	Laura Ann Novacinski	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		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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	McGown	ES 1	All	179	165	92%	93%	90%	143	80%	81%	70%	89	50%	51%	35%
Math	3	McGown	ES 1	Hispanic	29	26	90%	91%	88%	20	69%	70%	60%	7	24%	30%	19%
Math	3	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	McGown	ES 1	Asian	56	54	96%	97%	95%	51	91%	92%	84%	38	68%	69%	60%
Math	3	McGown	ES 1	African Am.	16	12	75%	83%	81%	10	63%	64%	76%	6	38%	39%	29%
Math	3	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	McGown	ES 1	White	60	56	93%	94%	88%	48	80%	81%	60%	29	48%	49%	26%
Math	3	McGown	ES 1	Two or More	18	17	94%	95%	93%	14	78%	79%	71%	9	50%	51%	*
Math	3	McGown	ES 1	Eco. Dis.	14	10	71%	80%	89%	8	57%	58%	58%	*	*	*	*
Math	3	McGown	ES 1	Emergent Bilingual	15	12	80%	87%	83%	11	73%	74%	66%	5	33%	34%	45%
Math	3	McGown	ES 1	At-Risk	41	34	83%	84%	77%	25	61%	62%	58%	14	34%	35%	35%
Math	3	McGown	ES 1	SPED	13	8	62%	74%	63%	6	46%	52%	33%	*	*	*	*
Math	4	McGown	ES 1	All	170	157	92%	93%	90%	136	80%	81%	74%	85	50%	51%	46%
Math	4	McGown	ES 1	Hispanic	33	32	97%	98%	82%	28	85%	86%	47%	14	42%	43%	26%
Math	4	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	McGown	ES 1	Asian	45	45	100%	100%	96%	41	91%	92%	93%	28	62%	63%	67%
Math	4	McGown	ES 1	African Am.	17	13	76%	77%	82%	11	65%	66%	65%	5	29%	30%	35%
Math	4	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	McGown	ES 1	White	62	56	90%	92%	89%	48	77%	78%	71%	34	55%	56%	38%
Math	4	McGown	ES 1	Two or More	13	11	85%	86%	100%	8	62%	63%	75%	*	*	*	45%
Math	4	McGown	ES 1	Eco. Dis.	14	12	86%	87%	80%	11	79%	80%	56%	*	*	*	24%
Math	4	McGown	ES 1	Emergent Bilingual	21	20	95%	96%	75%	14	67%	68%	60%	8	38%	39%	*
Math	4	McGown	ES 1	At-Risk	49	38	78%	79%	71%	27	55%	56%	48%	17	35%	36%	23%
Math	4	McGown	ES 1	SPED	19	16	84%	85%	59%	12	63%	64%	37%	7	37%	38%	*
Math	5	McGown	ES 1	All	129	123	95%	96%	96%	97	75%	77%	82%	59	46%	47%	48%
Math	5	McGown	ES 1	Hispanic	20	19	95%	96%	91%	16	80%	81%	73%	9	45%	46%	34%
Math	5	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	McGown	ES 1	Asian	47	46	98%	99%	98%	41	87%	88%	92%	30	64%	65%	69%
Math	5	McGown	ES 1	African Am.	14	14	100%	100%	95%	8	57%	58%	65%	*	*	*	25%
Math	5	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	McGown	ES 1	White	45	43	96%	97%	98%	31	69%	80%	88%	16	36%	45%	49%
Math	5	McGown	ES 1	Two or More	3	*	*	*	94%	*	*	*	75%	*	*	*	31%
Math	5	McGown	ES 1	Eco. Dis.	8	8	100%	100%	92%	6	75%	76%	71%	*	*	*	21%
Math	5	McGown	ES 1	Emergent Bilingual	12	11	92%	93%	93%	9	75%	76%	74%	5	42%	43%	33%
Math	5	McGown	ES 1	At-Risk	31	27	87%	88%	90%	16	52%	55%	66%	10	32%	33%	34%

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	McGown	ES 1	SPED	4	*	*	*	94%	*	*	*	59%	*	*	*	*
Reading	3	McGown	ES 1	All	180	165	92%	93%	93%	136	76%	77%	81%	82	46%	47%	49%
Reading	3	McGown	ES 1	Hispanic	29	25	86%	87%	90%	19	66%	70%	78%	11	38%	39%	39%
Reading	3	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	McGown	ES 1	Asian	57	55	96%	97%	98%	51	89%	90%	90%	39	68%	69%	68%
Reading	3	McGown	ES 1	African Am.	16	13	81%	90%	95%	10	63%	70%	81%	5	31%	34%	43%
Reading	3	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	McGown	ES 1	White	60	54	90%	93%	93%	41	68%	77%	78%	23	38%	45%	37%
Reading	3	McGown	ES 1	Two or More	18	18	100%	100%	79%	15	83%	84%	71%	*	*	*	57%
Reading	3	McGown	ES 1	Eco. Dis.	14	11	79%	84%	84%	8	57%	59%	63%	*	*	*	37%
Reading	3	McGown	ES 1	Emergent Bilingual	15	12	80%	81%	89%	7	47%	51%	64%	*	*	*	39%
Reading	3	McGown	ES 1	At-Risk	41	32	78%	80%	81%	21	51%	52%	65%	9	22%	23%	33%
Reading	3	McGown	ES 1	SPED	13	10	77%	80%	74%	7	54%	55%	52%	*	*	*	*
Reading	4	McGown	ES 1	All	169	161	95%	96%	98%	136	80%	81%	83%	90	53%	54%	54%
Reading	4	McGown	ES 1	Hispanic	33	33	100%	100%	97%	30	91%	92%	71%	16	48%	49%	42%
Reading	4	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	McGown	ES 1	Asian	44	41	93%	94%	98%	37	84%	85%	92%	29	66%	67%	76%
Reading	4	McGown	ES 1	African Am.	17	16	94%	95%	88%	11	65%	66%	76%	6	35%	36%	47%
Reading	4	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	McGown	ES 1	White	62	60	97%	98%	98%	51	82%	83%	77%	35	56%	57%	39%
Reading	4	McGown	ES 1	Two or More	13	11	85%	90%	100%	7	54%	55%	95%	*	*	*	55%
Reading	4	McGown	ES 1	Eco. Dis.	14	13	93%	94%	92%	11	79%	80%	76%	*	*	*	48%
Reading	4	McGown	ES 1	Emergent Bilingual	21	17	81%	83%	90%	11	52%	53%	65%	7	33%	34%	30%
Reading	4	McGown	ES 1	At-Risk	49	41	84%	85%	90%	27	55%	56%	54%	18	37%	38%	33%
Reading	4	McGown	ES 1	SPED	19	18	95%	96%	85%	12	63%	64%	37%	8	42%	43%	19%
Reading	5	McGown	ES 1	All	129	123	95%	96%	93%	106	82%	84%	79%	80	62%	63%	53%
Reading	5	McGown	ES 1	Hispanic	20	20	100%	100%	91%	18	90%	91%	80%	14	70%	71%	45%
Reading	5	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	McGown	ES 1	Asian	47	45	96%	97%	98%	40	85%	86%	84%	30	64%	65%	69%
Reading	5	McGown	ES 1	African Am.	14	13	93%	94%	85%	9	64%	65%	55%	9	64%	65%	40%
Reading	5	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	McGown	ES 1	White	45	44	98%	99%	95%	38	84%	85%	84%	26	58%	59%	53%
Reading	5	McGown	ES 1	Two or More	3	*	*	*	81%	*	*	*	75%	*	*	*	31%
Reading	5	McGown	ES 1	Eco. Dis.	8	8	100%	100%	88%	7	88%	89%	63%	*	*	*	29%
Reading	5	McGown	ES 1	Emergent Bilingual	12	11	92%	93%	93%	7	58%	59%	67%	*	*	*	30%

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	McGown	ES 1	At-Risk	31	26	84%	85%	82%	18	58%	59%	57%	9	29%	30%	31%
Reading	5	McGown	ES 1	SPED	4	*	*	*	82%	*	*	*	53%	*	*	*	29%
Science	5	McGown	ES 1	All	129	115	89%	91%	87%	88	68%	70%	57%	48	37%	42%	36%
Science	5	McGown	ES 1	Hispanic	20	20	100%	100%	91%	15	75%	76%	59%	7	35%	36%	34%
Science	5	McGown	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	McGown	ES 1	Asian	47	46	98%	99%	88%	34	72%	73%	72%	26	55%	56%	50%
Science	5	McGown	ES 1	African Am.	14	10	71%	82%	65%	7	50%	51%	25%	*	*	*	*
Science	5	McGown	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	McGown	ES 1	White	45	38	84%	93%	89%	31	69%	74%	51%	13	29%	45%	32%
Science	5	McGown	ES 1	Two or More	3	*	*	*	93%	*	*	*	60%	*	*	*	33%
Science	5	McGown	ES 1	Eco. Dis.	8	8	100%	100%	79%	5	63%	64%	25%	*	*	*	*
Science	5	McGown	ES 1	Emergent Bilingual	12	11	92%	93%	70%	5	42%	45%	30%	*	*	*	19%
Science	5	McGown	ES 1	At-Risk	31	24	77%	78%	72%	14	45%	47%	35%	8	26%	27%	23%
Science	5	McGown	ES 1	SPED	4	*	*	*	65%	*	*	*	29%	*	*	*	*

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.