Cypress-Fairbanks Independent School District

Lamkin Elementary School

2024-2025

Mission Statement

MISSION: Lamkin Elementary will provide a safe and positive environment that promotes academic excellence and encourages each student to reach their full potential. Lamkin will support students academically, emotionally and socially.

Vision

VISION: Our goal at Lamkin Elementary is to develop independence, confidence, and high levels of achievement within each student. We are Lamkin and believe in encouraging students to always show kindness to others and to have an attitude of gratitude.

Goals

Goal 1: District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA:
- For 2024-25 instruction focusing on text structures across genres and determining author's purpose will be a priority.
- Teacher's will model using a vertically aligned annotating format to take notes while analyzing texts across genres through a gradual release model.
-Teachers will continue using our vertically aligned ECR structure and conferring with students to improve written responses to prompts of reading passages.
-Teachers will use student data from progress monitoring to make informed instructional decisions and identify areas to re-teach.
    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
    Staff Responsible for Monitoring: Primary Instructional Specialist, ELAR Instructional Specialist, Reading Enrichment Teachers, Assistant Principals and Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		

Strategy 2: Math:
-For 2024-25 strengthening math fluency (estimating, facts, rounding, problem solving) will be a priority.
-Teachers will utilize small group instruction, student discourse, and number talks using the CFISD thinking process.
-Teachers will use student data from progress monitoring to make informed instructional decisions and identify areas to re-teach.
    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
    Staff Responsible for Monitoring: Math Instructional Specialist, Math Content Specialist/Coach, Assistant Principals and Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		

Strategy 3: Science:	Formative		
-For 2024-25, incorporating opportunities for writing (including science and non-science vocabulary) and ensuring that hands-on activities are included in lesson delivery will be a priority. -Teachers will utilize the CER process when writing in science with a focus on vocabulary instruction. -Teachers will ensure that students have opportunities in science to participate in experiential learning. -Teachers will use student data from progress monitoring to make informed instructional decisions and identify areas to re-teach. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Science Instructional Specialist, Math/Sci Coach, Assistant Principals and Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable

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		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 5 Details	Formative Reviews		

Strategy 5: 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:	Formative		
-PBIS Store -Bring someone special to Lamkin night (book fair, musical performances) -Safari Night (book fair, art show, take home learning activities) -PTO family events- Fall Festival and Sweetheart Dance -Earn self-manager badge -Art Enthusiasts -Choir (4th and 5th) -Spelling Bee -STEM lessons in art class -Principal Advisory Committee (teacher nominated students in 4th and 5th grade) -Student council **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Administration, Teachers	**Nov**	**Feb**	**May**
	Considerable	Accomplished	Accomplished

Strategy 6 Details	Formative Reviews

Strategy 6: 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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Title 1 Spending: (1) Salaries- This year, we are funding: a. 2 full time behavior coaches b. 1 full time testing coordinator/504 coordinator/parent involvement liaison c. 1 full time para to support in art with STEM activities and to provide language support with EB students (2) Online PD/Instructional Resources for Capturing Kid's Hearts- CKH on-line resources will assist teachers in class meetings and character education. (3) Supplies, materials, subscriptions and consumables will allow students to participate fully in : science experiments, art, PE, music, writing, reading, dramatic play and math. Supplies will include manipulatives, books, materials to support visuals. (4) Teacher Extra Duty Pay- After school tutoring and/or Saturday learning opportunities will allow for additional instruction for at-risk students and to help students move from DNM to approaches and approaches to meets/masters. (5) PAFE- snacks, learning materials and supplies will be provided in order to enhance the school/home connection. (6) Snacks will be provided for after school tutoring. (7) Registration fees for Capturing Kid's Hearts PD. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Secretary, Instructional Specialists	Considerable	Considerable	Accomplished

Strategy 7 Details	Formative Reviews

Strategy 7: 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.

	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	No Progress	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
		Accomplished	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
		Accomplished	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
		Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
		Considerable	Considerable

No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal		Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal		Accomplished	Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal		Accomplished	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal		Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: We will maintain a monitoring notebook to document individual students' progress.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal		Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal				
			Considerable	Considerable

Strategy 2 Details		Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal				
			Accomplished	Accomplished

Strategy 3 Details		Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal				
			Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			
		Considerable	Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			
		Considerable	Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			
		Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal		Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal		Considerable	Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal		Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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: All Lamkin staff were trained on safety protocols in August PD and throughout the school year. All Lamkin staff and students will work to develop strong relationships with each other and our community through the implementation of PBIS, Capturing Kids Hearts and BOTB lessons.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be safe at school and feel secure to seek assistance from a trusted adult in times of need. **Staff Responsible for Monitoring:** Teachers, Counselors, Lamkin Leadership Team	◕	○	○
	Considerable	Accomplished	Accomplished

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	○	○	○
	Accomplished	Accomplished	Accomplished

○ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✖ Discontinue

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		

Lamkin will:
- recognize weekly the grade levels with 95% attendance on the announcements and add a visual to the bulletin board that is tracking. The grade level with the most weeks at 95%+ at the end of the 8 week time frame will earn a grade level experience or prize.
-announce HR classes with 100% daily attendance each day on the announcements.
-implement a systematic plan in place for reaching out to parents of students with poor attendance and tracking the communication.
- communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance and compulsory attendance elements.
-recognize students at the end of a marking period for good attendance through a certificate.
-have a drawing for a student to win a donated bike from Cypress Methodist Church at the end of each 9 weeks.
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal
	Nov	**Feb**	**May**

	Considerable	Considerable	Considerable

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**		

- recognize weekly the top three grade levels on the announcements
-identify the homeroom class on each grade level that has the highest attendance per 9 weeks
-systematic plan in place for reaching out to parents of students with poor attendance
- communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance
-recognize students at the end of a marking period for good attendance
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal
	Nov	**Feb**	**May**

	Considerable	Considerable	Accomplished

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative 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 PBIS/CKH teams will provide PD to all campus staff with strategies to prevent violence in the classroom and in less restricted areas. Lessons will be taught in the classrooms and by the counselors.
 	
Topics will include:
-character traits from BOTB and CKH (ex: self direct, respect, empathy)
-how to be a good friend
-violence prevention
-de-escalation and controlling anger
-anti-bullying strategies and how to just say no and stand up for the bystander
-see something/say something
    Strategy's Expected Result/Impact: Violent Incidents will remain at 0%
    Staff Responsible for Monitoring: Teachers, Behavior Interventionists, Assistant Principal, Principal, Counselors
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		

Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.
 	
Lamkin will implement a variety of strategies and programs to support a safe environment.
 	
- Staff will have PD sessions to better understand the cultural, economic, emotional, and social differences between students and better relate to behavioral challenges through restorative discipline, CKH and PBIS practices.
- Students, staff, and community will be aware of the Cy-Fair Tipline and understand how to use it.
- Code of Conduct talks are held within the first 2 weeks of school and again in the spring semester.
- Use of reset room, lunch bunch groups, ABL room
- Students in grades 3-5 who are new, meet with APs and Principals to meet and discuss expectations at Lamkin
- Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc.
- Conduct bi-monthly meetings with admin and BIs to target needs, conduct data review referral practices and numbers.
- Guidance lessons (led by counselors)
- Positive opportunities for students- earning/spending SPOTS
- Earning a self manager badge
  Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
  Staff Responsible for Monitoring: Teachers, Behavior Interventionists, Assistant Principals, Counselors, Principal
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		

Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.
  Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents.
  2. Decrease in bullying incidents/behaviors.
  3. Improved classroom and/or school culture.
  Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

No Progress   Accomplished   ➔ Continue/Modify   ✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional attendance will increase by 2% through attendance encouragement. Monthly data shared in staff newsletter broken down by teaching staff/para staff with number of absences and sub fill rate information. Recognition of staff who have 95%+ monthly attendance. Discussion will include the benefits of accumulating days for emergencies. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Secretary, Assistant Principals and Principal	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished
	No Progress Accomplished ➡ Continue/Modify ✖ Discontinue		

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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: Teachers will have multiple opportunities to participate in targeted and specific professional development in specific areas of campus/classroom need. Campus based opportunities will be provided during August PD week, weekly planning sessions with instructional specialists, content coaches and behavior interventionists based on Lamkin specific needs. Lamkin is continuing to utilize the Capturing Kids Hearts program. CFPGS and district level content groups provide multiple opportunities for staff development hours to be earned outside of school hours. These opportunities are encouraged to meet specific needs. CTE and DTE hours will be earned for designated days. **Strategy's Expected Result/Impact:** Teachers will implement campus specific strategies into their daily lesson planning and implementation. Student achievement will increase and a reduction in student behavior that impacts the learning environment and students will occur. **Staff Responsible for Monitoring:** Instructional Specialists, Coaches, Assistant Principals, Counselors and Principal	**Formative**		
	Nov	Feb	May
	Considerable	Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, the level of parent and family engagement will increase by 10%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent and Family Engagement:
 	
Lamkin will continue to provide multiple opportunities for all parents to increase the capacity for involvement in their child's education. We plan to increase face to face events and allow for virtual meetings for parents if their schedule requires.
-The staff will host a meet the teacher event in August.
-In September, Lamkin will host two open house evening events.
-Lamkin will host 2 evening book fair events in November and March. The event in the fall will be called "Bring Someone Special to Lamkin" and will also include grade level musical performances and art activities. At the book fair in March, grade level teachers will also be present to ways to help and strengthen the home-school connection, and there will be an art show.
-Lamkin will encourage parent readers.
-Lamkin will continue the Watchdog Program.
-In January, 5th grade math parent night will be offered.
-Parents will be allowed to come to lunch with their child beginning in September on Tue, Wed and Thur.
-Lamkin PTO will host 2 large events- Fall Festival in October and the Sweetheart Dance in February.
-To assist in the library, parents will be recruited to volunteer to help shelve books.
 	
To ensure communication- we will use Smore to communicate monthly, use of REMIND from teachers and school, School Messenger, school marquee, Lamkin website, and teacher emails.
    Strategy's Expected Result/Impact: Parent and family engagement will increase. We hope to increase parent participation at events by 10%.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Caches, Assistant Principals, Principal
	Formative		

	Nov	**Feb**	**May**
	Considerable	Accomplished	Accomplished

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Jill Brister	Principal (there is only one principal)
Teacher #1	Tina Dillard	Teacher #1
Teacher #2	Gia Padilla	Teacher #2
Teacher #3	Carmen Perez	Teacher #3
Teacher #4	Katie Dubravec	Teacher #4
Teacher #5	Denea Hart	Teacher #5
Teacher #6	Amy Detering	Teacher #6
Teacher #7	Franz Williams	Teacher #7
Teacher #8	Chase Berry	Teacher #8
Teacher #9	Stephanie Walsh	Teacher #9
Other School Leader (Nonteaching Professional) #1	Krista Dankert	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Mickie Green	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Lisa Gray	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Cindy Knight	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Casey Large	Paraprofessional #1
Paraprofessional #2	Kim Wallace	Paraprofessional #2
Administrator (LEA) #1	Karen Smith	Administrator (LEA) #1
Administrator (LEA) #2	Elizabeth Kennedy	Administrator (LEA) #2
Parent #1	Shazia Chouhdry	Parent #1
Parent #2	Veronica Chaney	Parent #2
Community Member #1	Louise Bailey	Community Member #1
Community Member #2	Gale Parker	Community Member #2
Business Representative #1	Tammy Lester	Business Representative #1
Business Representative #2	Rosina Phillips	Business Representative #2

Addendums

Campus   Lamkin

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	74%	76%	78%	80%	82%
Meets or Above	47%	50%	53%	56%	59%
Masters Grade Level	20%	23%	26%	29%	32%

2024-25	Target Check
78%	Met District Strategic Target
52%	Met District Strategic Target
26%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Reading	3	Lamkin	ES4	All	117	75%	80%	69%	51%	56%	46%	20%	34%	16%
Reading	3	Lamkin	ES4	Hispanic	40	82%	85%	73%	51%	55%	46%	16%	23%	20%
Reading	3	Lamkin	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Lamkin	ES4	Asian	5	83%	100%	*	*	100%	*	*	100%	*
Reading	3	Lamkin	ES4	African Am.	37	53%	65%	62%	36%	43%	27%	*	27%	*
Reading	3	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Lamkin	ES4	White	26	83%	85%	62%	55%	58%	48%	31%	38%	17%
Reading	3	Lamkin	ES4	Two or More	9	90%	100%	100%	80%	89%	100%	*	67%	*
Reading	3	Lamkin	ES4	Eco. Dis.	84	69%	73%	68%	44%	46%	41%	12%	15%	9%
Reading	3	Lamkin	ES4	EB	16	75%	87%	*	*	63%	*	*	31%	*
Reading	3	Lamkin	ES4	At-Risk	52	63%	69%	48%	27%	31%	19%	*	15%	*
Reading	3	Lamkin	ES4	SPED	31	25%	35%	34%	*	16%	21%	*	10%	*
Reading	4	Lamkin	ES4	All	126	79%	82%	84%	46%	52%	59%	19%	25%	21%
Reading	4	Lamkin	ES4	Hispanic	42	81%	83%	95%	46%	52%	70%	15%	19%	16%
Reading	4	Lamkin	ES4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	4	Lamkin	ES4	Asian	8	100%	100%	100%	69%	75%	83%	46%	50%	*
Reading	4	Lamkin	ES4	African Am.	36	61%	64%	63%	29%	36%	40%	12%	14%	14%
Reading	4	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Lamkin	ES4	White	28	87%	89%	86%	60%	64%	54%	23%	32%	32%
Reading	4	Lamkin	ES4	Two or More	10	*	100%	88%	*	50%	63%	*	30%	*
Reading	4	Lamkin	ES4	Eco. Dis.	87	73%	75%	78%	38%	45%	51%	12%	15%	14%
Reading	4	Lamkin	ES4	EB	11	76%	82%	90%	29%	35%	*	*	18%	*
Reading	4	Lamkin	ES4	At-Risk	22	64%	66%	66%	21%	29%	23%	8%	14%	*
Reading	4	Lamkin	ES4	SPED	25	24%	31%	40%	*	16%	*	*	8%	*
Reading	5	Lamkin	ES4	All	132	72%	79%	72%	42%	51%	57%	17%	23%	30%
Reading	5	Lamkin	ES4	Hispanic	45	70%	78%	74%	39%	47%	57%	11%	18%	22%
Reading	5	Lamkin	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	5	Lamkin	ES4	Asian	14	89%	100%	92%	56%	79%	92%	*	36%	69%
Reading	5	Lamkin	ES4	African Am.	40	53%	63%	53%	28%	33%	34%	*	15%	21%
Reading	5	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Lamkin	ES4	White	28	86%	89%	86%	62%	64%	71%	35%	36%	39%
Reading	5	Lamkin	ES4	Two or More	5	90%	100%	*	*	80%	*	*	40%	*
Reading	5	Lamkin	ES4	Eco. Dis.	95	63%	70%	67%	33%	39%	53%	8%	14%	25%
Reading	5	Lamkin	ES4	EB	18	67%	77%	56%	33%	38%	38%	*	17%	*
Reading	5	Lamkin	ES4	At-Risk	70	58%	65%	56%	23%	25%	37%	7%	9%	9%
Reading	5	Lamkin	ES4	SPED	30	25%	30%	20%	*	13%	*	*	7%	*
Math	3	Lamkin	ES4	All	117	72%	78%	70%	46%	55%	44%	13%	26%	10%
Math	3	Lamkin	ES4	Hispanic	40	80%	83%	76%	47%	53%	44%	11%	18%	*
Math	3	Lamkin	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Lamkin	ES4	Asian	5	100%	100%	*	*	100%	*	*	100%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 (#)	2024 Approaches or Above (%)	2025 Approaches Target (%)	2025 Approaches or Above (%)	2024 Meets or Above (%)	2025 Meets Target (%)	2025 Meets or Above (%)	2024 Masters Grade Level (%)	2025 Masters Target (%)	2025 Masters Grade Level (%)
Math	3	Lamkin	ES4	African Am.	37	53%	62%	51%	25%	32%	27%	*	16%	*
Math	3	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Lamkin	ES4	White	26	76%	85%	75%	62%	73%	50%	*	35%	*
Math	3	Lamkin	ES4	Two or More	9	70%	89%	100%	60%	78%	75%	*	33%	*
Math	3	Lamkin	ES4	Eco. Dis.	84	64%	68%	63%	40%	44%	40%	7%	11%	8%
Math	3	Lamkin	ES4	EB	16	100%	100%	73%	*	50%	55%	*	25%	*
Math	3	Lamkin	ES4	At-Risk	52	65%	73%	53%	24%	33%	29%	*	15%	*
Math	3	Lamkin	ES4	SPED	31	30%	45%	50%	25%	35%	25%	*	16%	*
Math	4	Lamkin	ES4	All	126	67%	76%	67%	45%	56%	47%	18%	28%	19%
Math	4	Lamkin	ES4	Hispanic	42	74%	81%	73%	50%	57%	50%	17%	21%	18%
Math	4	Lamkin	ES4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	4	Lamkin	ES4	Asian	8	92%	100%	100%	85%	88%	83%	54%	75%	*
Math	4	Lamkin	ES4	African Am.	36	41%	50%	41%	20%	28%	21%	*	14%	*
Math	4	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Lamkin	ES4	White	28	77%	86%	79%	57%	68%	61%	23%	32%	21%
Math	4	Lamkin	ES4	Two or More	10	*	100%	75%	*	80%	*	*	40%	*
Math	4	Lamkin	ES4	Eco. Dis.	87	59%	63%	63%	35%	39%	39%	9%	13%	17%
Math	4	Lamkin	ES4	EB	11	71%	82%	60%	53%	64%	*	*	27%	*
Math	4	Lamkin	ES4	At-Risk	22	49%	55%	42%	28%	32%	16%	9%	14%	*
Math	4	Lamkin	ES4	SPED	25	17%	28%	*	*	20%	*	*	12%	*
Math	5	Lamkin	ES4	All	132	68%	75%	73%	38%	48%	47%	12%	23%	25%
Math	5	Lamkin	ES4	Hispanic	45	67%	76%	78%	41%	51%	48%	*	24%	20%
Math	5	Lamkin	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	5	Lamkin	ES4	Asian	14	78%	86%	92%	56%	64%	92%	*	29%	69%
Math	5	Lamkin	ES4	African Am.	40	55%	60%	53%	18%	25%	18%	*	13%	*
Math	5	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Lamkin	ES4	White	28	81%	89%	82%	57%	68%	57%	24%	32%	32%
Math	5	Lamkin	ES4	Two or More	5	70%	80%	*	*	60%	*	*	40%	*
Math	5	Lamkin	ES4	Eco. Dis.	95	58%	61%	70%	22%	26%	41%	5%	11%	20%
Math	5	Lamkin	ES4	EB	18	67%	78%	63%	33%	44%	44%	*	22%	31%
Math	5	Lamkin	ES4	At-Risk	70	56%	61%	57%	24%	29%	23%	8%	11%	11%
Math	5	Lamkin	ES4	SPED	30	30%	40%	30%	*	20%	*	*	10%	*
Science	5	Lamkin	ES4	All	132	52%	73%	71%	21%	46%	33%	11%	23%	16%
Science	5	Lamkin	ES4	Hispanic	45	50%	69%	70%	13%	36%	35%	*	18%	11%
Science	5	Lamkin	ES4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	5	Lamkin	ES4	Asian	14	56%	93%	92%	*	86%	69%	*	43%	46%
Science	5	Lamkin	ES4	African Am.	40	36%	55%	50%	14%	33%	18%	*	15%	*
Science	5	Lamkin	ES4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Lamkin	ES4	White	28	76%	96%	86%	41%	61%	36%	22%	32%	21%
Science	5	Lamkin	ES4	Two or More	5	50%	80%	*	*	60%	*	*	40%	*
Science	5	Lamkin	ES4	Eco. Dis.	95	38%	42%	64%	10%	14%	29%	*	6%	12%
Science	5	Lamkin	ES4	EB	18	28%	39%	50%	*	28%	*	*	17%	*
Science	5	Lamkin	ES4	At-Risk	70	34%	40%	55%	10%	16%	21%	*	7%	8%
Science	5	Lamkin	ES4	SPED	30	26%	42%	33%	*	20%	*	*	10%	*

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.

Updated July 2021 / HB

2024-2025 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
    - Achieve 3000
    - 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 and other content conversation and fluency 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, Performance Matters, 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 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:
  - o Use Chromebook devices to engage in face-to-face and digital collaboration;
  - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - o Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - o 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.