Cypress-Fairbanks Independent School District

Lamkin Elementary School

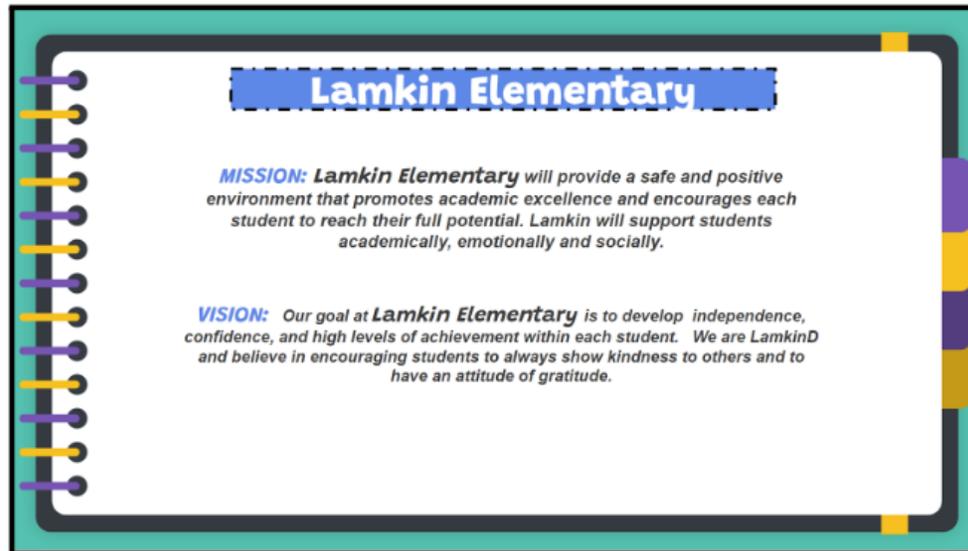# 2025-2026

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Lamkin Elementary

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

Vision

Lamkin Elementary

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lamkin Elementary is a campus in Cypress, Texas. Lamkin Elementary is projected to serve 812 students in grades PK-5th during the 2025-26 school year, which is a decrease from the previous year of 852.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Lamkin Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 9, 2025 , and again on September 25, 2025. The meetings were held in the library. We plan to meet again on November 13, 2025, February 19, 2026, and May 7, 2026   to review and revise the CNA as needed.

At the first meeting on May 9, 2025 :

Lamkin Elementary CPOC Meeting Minutes

May 9, 2025   7:30am   Lamkin Library

Presentation: May 2025 Lamkin CPOC

Celebrations and Events from the Spring Semester:

Lamkin celebrations for the spring included Safari night, Field Day, Choral Festival, Teacher of the Year Event, 2nd

Grade Performance, World Heritage Day, Art Show, Para Breakfast, & Staff Appreciation. Upcoming events include our NAC celebration and new playground equipment being installed in our Pre-K playground. Lamkin was chosen as a Capturing Kids' Hearts National Showcase School. We will celebrate on May 30th.

Data Review:

Our coaches and instructional specialists reviewed data for all subjects and grades. Primary grades showed growth in all subjects keeping in line with the district average. We will continue to focus on specific areas per grade level including place value, counting to 100, & decoding and blending.

2-5 data shows m/s has improved compared to last year. Needs are solving one and multi-step problems, identifying examples of halves, fourths, and eighths.We will continue to use funds to pay for interventionists and tutoring.

Complete May CIP Strategy Evaluation

Handouts were given- Jill reviewed and participants were asked to give feedback. (none was given)

Complete 2024-25 CIP Summative Evaluation

Handouts were given- Jill reviewed and participants were asked to give feedback.(none was given)

Conduct 2025-26 Needs Assessment

·   Data reviewed: May 9, 2025

·   Strength #1 from 2024-25: Phonemic Segmentation- 1st Grade

·   Strength #2 from 2024-25: Using text evidence in reading comprehension- 4th and 5th Grade

·   Strength #3 from 2024-25: Solving multi-step math problems- 5th grade

·   Need #1 for 2025-26: Primary ELAR: Decoding and Blending of Sounds

·   Need #2 for 2025-26: ELAR: Making connections between paired text

·   Need #3 for 2025-26: Math: Solve area/perimeter, Classify 2D and 3D shapes (Geometry) and Identifying Fractions

Begin 2025-26 Campus Improvement Plan

·   2025-26 Strategy to address Need #1:ELAR*:* Use differentiated instruction to teach & practice decoding/blending skills using small groups, strategy groups, and individual conferring.

·   2025-26 Strategy to address Need #2: ELAR: Paired texts will be introduced earlier in the year with instruction highlighting differences between texts through teacher and student discourse.

·   2025-26 Strategy to address Need #3: Math: Collaborative student learning with creating visual representations to identify and solve equivalent fractions and area with the use of manipulatives, number lines, and grid paper.

Discuss and Complete 2025-26 Title I Preliminary Planning Budget

Jill went over the budget. We will be using 96% of the budget on staff. She asked participants to approve or deny - it was approved by everyone in attendance.

Discussion Items:

Staff dues were discussed at length. This year, 18 staff members did not pay, creating a shortage in the budget. This means we will not be able to do as much as we have for the staff. Jill explained what the dues cover, how much the dues are and showed a slide with the breakdown. A suggestion was made to review this with the staff so everyone is aware of exactly what the dues cover. Jill will send an email and discuss at an upcoming staff meeting asking for suggestions for 25-26. Should we lower the amount or take out some of the things the dues pay for.

Closure:

Jill thanked everyone for attending and recognized our guests: Rosina Phillips from HEB, Karen Smith from MHAB, Elizabeth Kennedy with MHAB, and Gale Parker. She dismissed at 8:25.

The following data were evaluated from the 2024-25 school year:

- PK, kindergarten and 1st grade 3rd 9 week report card data
- ELAR 2nd grade: February and April DPM
- ELAR 3rd, 4th and 5th grade: BM

- Math 2nd grade: DPM 1, 2, 3, 4
- Math 3rd, 4th and 5th grade: DPM 1, 2 and BM
- Science 5th grade: DPM 1, 2, and BM

At the second meeting on September 25, 2025, the CPOC:
Jill Brister, Principal, opened and welcomed everyone who attended the meeting and made introductions. Celebrations and good things were shared including a smooth and safe start to the year, receiving a "B" rating from TEA, and donations from local businesses and parents. Slides were shown with pictures and smiles from all. Jill explained what CPOC is and the purpose of the committee using flowcharts as a visual. The CIP format was explained and a review of math, science, reading and writing data from 2024-25 was reviewed in detail by instructional specialists. Highlights were shown in certain areas and grade levels. We are in line with the district average. Jill reviewed the targets that have been set for 2025-26 and the data checks were explained as Lamkin's goals to reach the 2029 board goals. Instructional specialists reviewed strategies that will be utilized to help us reach our targets. Jill reviewed our funding sources showing the amount of Title 1 money we've received and how it's being spent. 91% on salaries (could be more once salaries come in for the 25-26 school year), 9% on extra duty/tutoring and supplies with less than 1% on parent involvement. There was a discussion about the parent and Family Engagement Policy. We're now "Post-Covid" and will have some new ways to get parents back on the campus during certain events. Some new ideas were shared - Family Game night and Multicultural Night are two that we will look forward to hosting. We are communicating with parents/guardians using Facebook, Remind and School Messenger. It was shared that we've started "Kid Crews" and a chart was shown with each crew that will be kid run. Safety Crew, Data Crew, Hospitality Crew, Cleaning Crew, Equipment/Materials Crew and the CKH Crew. Explanations were given for each crew. Business partner, Kelly Jo Johnson, asked if we see that using Amira is as accurate as a formal running record performed by the classroom teacher. Becca Rodriguez, 2nd-5th ELAR IS) and Jill Brister explained that the use of Amira has some significant benefits and does make the process more efficient. However, we do see discrepancies between Amira scores for some students. All members approved the draft of the CIP.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen**t is:

Instructional Focus Problem #1: Students who are identified in the African American student group are scoring in the Approaches achievement level at lower rates than students in the Asian, Hispanic and White student groups. (30-40% less)

Through the root cause analysis process, we identified:

Instructional Focus Root Cause #1: Instruction differentiation and use of monitoring notebooks/data based on student data needs to be more effective in all grades/content areas to meet the learning needs of students.

Our second identified priority problem in the area of **student achievement** is:
Instructional Focus Root Cause #2: We Climb data shows that we have a need for improvement campus wide to implement high yield strategies such as- varied assessments, sentence stems, and student collaboration to increase student outcomes in addition to consistent targeted small group instruction.

Through the root cause analysis process, we identified:

Instructional Focus Root Cause #2: We Climb data shows that we have a need for improvement campus wide to implement high yield strategies such as- varied assessments, sentence stems, and student collaboration to increase student outcomes in addition to consistent targeted small group instruction.

Our third identified priority problem is in the area of:
Instructional Focus Problem #3: Our student attendance rate for 2024-25 was 93.11% wich is below the district goal of 95% ADA.

Through the root cause analysis process, we identified:

Instructional Focus Root Cause #3:   Communication with parents at the elementary is crucial. We will educate parents on the effects or poor school attendance, create student attendance contracts/plans and implement student incentives for good school attendance.

Goals

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.

istrict 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

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Strengthen Tier I instruction to include high yield instructional strategies, utilizing different methods to check for student understanding, and monitoring notebooks to track student data on a consistent basis.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: During planning sessions, teachers and instructional specialists will intentionally plan for ways to increase student engagement and lesson design to include high yield strategies specified on the WeClimb observation tool. **Strategy's Expected Result/Impact:** Increased student achievement data **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Strengthen Tier I instruction to include high yield instructional strategies, utilizing different methods to check for student understanding, and monitoring notebooks to track student data on a consistent basis.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Ensure that Tier II and III interventions are provided for our most struggling students on a consistent basis. **Strategy's Expected Result/Impact:** Increased student achievement data **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal	Moderate Progress			

Strategy 3 Details				Reviews	

Strategy 3: Instructional Focus: Strengthen Tier I instruction to include high yield instructional strategies, utilizing different methods to check for student understanding, and monitoring notebooks to track student data on a consistent basis.		Formative			Summative
		Nov	**Feb**	**May**	**June**

Strategy: Consistent student goal setting to increase the % of students reaching the Meets and Masters levels.
    Strategy's Expected Result/Impact: Increased student achievement data
    Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal
		Some Progress			

Strategy 4 Details				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			Summative
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal		Considerable			

Strategy 5 Details				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: student leadership opportunities (principal advisory, CKH student ambassador greeters), choir, art contests		Formative			Summative
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will have a strong school connection, a sense of belonging, be involved and receive a well rounded education thus increasing academic achievement and reducing discipline struggles.		Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: (1) Salaries- This year, the following staff members are funded to assist with meeting our students goals, both academic and behavior. a. 2 full time behavior specialists/ PBIS Coordinators b. 1 part time content interventionist- primary reading c. 2 full time instructional paraprofessionals (2) Supplies, materials, and consumables will support students meeting their goals as specified in the CIP. These include: science experiments, art, PE, music, writing, reading, dramatic play and math. Supplies will include manipulatives, equipment, and materials to support learning. (3) Teacher Extra Duty Pay- After school tutoring and/or Saturday learning opportunities will allow for additional instruction for students and to help students move from DNM to approaches and approaches to meets/masters as measured on STAAR and benchmarks. (4) PAFE- We will increase parent involvement throughout the year with events like Open House, Books and Beyond, Safari Night, Game Night and Multicultural Night. These events will help meet our goal of increased parent involvement. Expenditures will include snacks, books, learning materials, games, supplies, etc. (6) Snacks will be provided for after school tutoring to help students stay engaged in the learning. (7) Staff professional development for paras, teachers and admin from Jenny Severson. Para training will include ways to engage learners when working with a small group. Teacher training will include top 10 QL strategies to implement in class. The Leadership team training is reviewing principles from chapter 2 and 3 from the CLIMB book. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Secretary, Instructional Specialists	Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Students will be encouraged to attend evening events at school that will include activities such as: art, physical activity, music performances, hands-on learning, and science demonstrations.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased interest in learning and interactive opportunities. **Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal	Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Students will be encouraged to attend a new event this year- multicultural night. Students will be assigned membership to a kid crew to help with tasks around school and in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will showcase their cultural heritage and learn about other cultures. The participation in a kid crew will increase student responsibility and school pride and connectedness. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal.	Some Progress			

⭕ 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

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Instructional Specialists and Principal	Accomplished			
	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: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	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. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Instructional Specialist and Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			
No Progress	Accomplished	Continue/Modify	Discontinue	

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	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.
    Strategy's Expected Result/Impact: Increased reading proficiency
    Staff Responsible for Monitoring: Instructional Specialist and Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

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

Strategy 1 Details	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. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Instructional Specialists, Principal	Formative			Summative
	Nov	Feb	May	June
	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

Strategy 1 Details		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, Counselor Talks, Capturing Kids Hearts and BOTB lessons.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
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:** Counselors, Lamkin Leadership Team		Considerable			
Strategy 2 Details		Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal		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 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	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

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 9 week time frame will earn a grade level experience or prize.
- track parent contact through a recording keeping document.
-announce HR classes with 100% daily attendance each day on the announcements. When a homeroom class has 10 days of perfect attendance, they will earn an incentive for the class. This will repeat throughout the year with increments of 10 days.
-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.
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Assistant Principal, Counselors and Principal
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

- recognize weekly the grade levels that had 95% ADA the prior week on the announcements
-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 at Roar and Soar Pep Rallies
- utilize attendance contracts and provide missed work to be completed- "Attendance Packets"
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal
	Moderate Progress			

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

Strategy 1 Details	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 also be taught in the classrooms by counselors.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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	Considerable			
Strategy's Expected Result/Impact: Violent Incidents will remain at 0%				
Staff Responsible for Monitoring: Behavior Specialists, Assistant Principals, Principal, Counselors				

Strategy 2 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

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
- Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc.
- Conduct bi-monthly meetings with admin and BSs 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
- Contract check in/out
- PBIS Committee created weekly lessons taught on Tuesdays
- Car rider and bus rider rewards for positive behavior
- Each 9 weeks, have a Roar and Soar Rally to acknowledge students
- Developing a Lamkin specific contract
- Increase parent communication and presence on campus

    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.

    Staff Responsible for Monitoring: Behavior Specialists, Assistant Principals, Counselors, Principal

Nov: Moderate Progress

Strategy 3 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Considerable			

○ 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

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional attendance will increase by 2% through attendance encouragement. Monthly data shared in staff newsletters. Recognition of staff who have 95%+ monthly attendance. Discussion will include the benefits of accumulating days for emergencies.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Secretary, Assistant Principals and Principal	Some Progress			
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 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

Strategy 1 Details	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 specialists based on Lamkin specific needs. Topics to be included We Climb high yield instructional strategies, small group instruction, technology use, differentiation, using data to drive instruction, and classroom management. 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. **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**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

⬤ 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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We are creating a new Facebook account that is connected to Instagram and will post 5 posts a week at a minimum.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased communication allows families to have access to reminders and event details. Families will have a glimpse into what occurs during the school day at Lamkin. **Staff Responsible for Monitoring:** Principal	Accomplished			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: We will ensure that social media posts include academic focused events and details.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Showcasing academic information and celebrations will demonstrate our focus on rigorous learning and keep families engaged in their child's learning. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Create bite size videos that include ways for parents to work with their students at home. These will be shared by teachers and through Lamkin's Remind account.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The vidoes will help parents understand simple ways to help their child with learning at home. Parents will be able to view at any time that suits their schedule. **Staff Responsible for Monitoring:** Instructional Specialists and Principal	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Promote and structure parent readers during the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent presence in classrooms and demonstrate to students the home/ school connection. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Considerable			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Jill Brister	Principal (there is only one principal)
Teacher #1	Kat Hargrave	Life Skills
Teacher #2	Monica Blancet	Pre-K
Teacher #3	Gia Padilla	Kindergarten
Teacher #4	Carmen Perez	1st Grade
Teacher #5	Daryn Seidl	2nd Grade
Teacher #6	Ashley Dupree	3rd Grade
Teacher #7	Brenda Salinas-Guerra	4th Grade
Teacher #8	Franz Williams	5th Grade
Other School Leader (Nonteaching Professional) #1	Cindy Knight	Counselor
Other School Leader (Nonteaching Professional) #2	Shea Cabe	Counselor
Other School Leader (Nonteaching Professional) #3	Jonte' Vega	Math/Sci IS
Other School Leader (Nonteaching Professional) #4	Becca Rodriguez	ELAR IS
Paraprofessional #1	Christina Hardeman	Receptionist
Paraprofessional #2	Kim Wallace	Admin. Assist.
Administrator (LEA) #1	Ashley Clayburn	Assistant Superintendent
Administrator (LEA) #2	Nabil Channouf	Research Analysist
Parent #1	Veronica Chaney 1	Parent #1
Parent #2	Sayda Flores 2	Parent #2
Community Member #1	Gale Parker 1	Community Member #1
Community Member #2	Molly Edwards 2	Community Member #2
Business Representative #1	Rosina Phillips 1	Business Representative #1
Business Representative #2	Mary Jo Johnson 2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA
Additional Teacher Rep	Jessica Ward	PE Teacher
Other School Leader	Krista Dankert	Asst. Principal

Committee Role	Name	Position
Other School Leader	Jackie Carrillo	Primary Coach
Additional Teacher Rep	Cherith Teschendorf	Interventionist
Other School Leader	Mickie Green	Asst. Principal

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%

2025-26	Target Check
77%	Met District Strategic Target
51%	Met District Strategic Target
24%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	46%	48%			
African Am.	27%	29%			
White	48%	50%			
Eco. Dis.	41%	43%			
EB	18%	20%			
SPED	21%	23%			
Highly Mobile	0%	2%			
High Focus	40%	42%			

2025-26	Target Check
48%	Met Reading Board Outcome Target
32%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
43%	Met Reading Board Outcome Target
20%	Met Reading Board Outcome Target
28%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
42%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	44%	46%			
African Am.	27%	29%			
White	50%	52%			
Eco. Dis.	40%	42%			
EB	55%	57%			
SPED	25%	27%			
Highly Mobile	0%	2%			
High Focus	40%	42%			

2025-26	Target Check
47%	Met Math Board Outcome Target
32%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
28%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
42%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	Lamkin	ES4	All	118	69%	85	72%	46%	57	48%	16%	22	19%
Reading	3	Lamkin	ES4	Hispanic	45	73%	34	76%	46%	22	49%	20%	10	22%
Reading	3	Lamkin	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Lamkin	ES4	Asian	7	*	6	86%	*	5	71%	*	1	14%
Reading	3	Lamkin	ES4	African Am.	44	62%	28	64%	27%	14	32%	*	5	11%
Reading	3	Lamkin	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Lamkin	ES4	White	15	62%	10	67%	48%	9	60%	17%	3	20%
Reading	3	Lamkin	ES4	Two or More	7	100%	7	100%	100%	7	100%	*	3	43%
Reading	3	Lamkin	ES4	Eco. Dis.	88	68%	63	72%	41%	38	43%	9%	10	11%
Reading	3	Lamkin	ES4	EB	25	*	18	72%	*	5	20%	*	3	12%
Reading	3	Lamkin	ES4	At-Risk	29	48%	16	55%	19%	7	24%	*	5	17%
Reading	3	Lamkin	ES4	SPED	18	34%	8	44%	21%	5	28%	*	2	11%
Reading	3	Lamkin	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Lamkin	ES4	High Focus	99	66%	68	69%	40%	42	42%	8%	9	9%
Reading	4	Lamkin	ES4	All	119	84%	102	86%	59%	72	61%	21%	29	24%
Reading	4	Lamkin	ES4	Hispanic	42	95%	41	98%	70%	30	71%	16%	8	19%
Reading	4	Lamkin	ES4	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Lamkin	ES4	Asian	5	100%	5	100%	83%	5	100%	*	3	60%
Reading	4	Lamkin	ES4	African Am.	40	63%	26	65%	40%	17	43%	14%	6	15%
Reading	4	Lamkin	ES4	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Lamkin	ES4	White	23	86%	21	91%	54%	13	57%	32%	8	35%
Reading	4	Lamkin	ES4	Two or More	7	88%	7	100%	63%	5	71%	*	2	29%
Reading	4	Lamkin	ES4	Eco. Dis.	82	78%	66	80%	51%	44	54%	14%	13	16%
Reading	4	Lamkin	ES4	EB	15	90%	14	93%	*	6	40%	*	3	20%
Reading	4	Lamkin	ES4	At-Risk	21	66%	15	71%	23%	6	29%	*	4	19%
Reading	4	Lamkin	ES4	SPED	29	40%	13	45%	*	3	10%	*	2	7%
Reading	5	Lamkin	ES4	All	119	72%	89	75%	57%	70	59%	30%	39	33%
Reading	5	Lamkin	ES4	Hispanic	46	74%	35	76%	57%	27	59%	22%	11	24%
Reading	5	Lamkin	ES4	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Reading	5	Lamkin	ES4	Asian	7	92%	7	100%	92%	7	100%	69%	6	86%
Reading	5	Lamkin	ES4	African Am.	32	53%	18	56%	34%	12	38%	21%	8	25%
Reading	5	Lamkin	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Lamkin	ES4	White	24	86%	21	88%	71%	18	75%	39%	10	42%
Reading	5	Lamkin	ES4	Two or More	8	*	6	75%	*	4	50%	*	3	38%
Reading	5	Lamkin	ES4	Eco. Dis.	82	67%	71	87%	53%	45	55%	25%	21	26%
Reading	5	Lamkin	ES4	EB	16	56%	10	63%	38%	7	44%	*	3	19%
Reading	5	Lamkin	ES4	At-Risk	49	56%	29	59%	37%	19	39%	9%	6	12%
Reading	5	Lamkin	ES4	SPED	19	20%	5	26%	*	3	16%	*	3	16%
Math	3	Lamkin	ES4	All	118	70%	88	75%	44%	55	47%	10%	25	21%
Math	3	Lamkin	ES4	Hispanic	45	76%	36	80%	44%	22	49%	*	9	20%
Math	3	Lamkin	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Lamkin	ES4	Asian	7	*	7	100%	*	4	57%	*	4	57%
Math	3	Lamkin	ES4	African Am.	44	51%	26	59%	27%	14	32%	*	5	11%
Math	3	Lamkin	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Lamkin	ES4	White	15	75%	12	80%	50%	9	60%	*	4	27%
Math	3	Lamkin	ES4	Two or More	7	100%	7	100%	75%	6	86%	*	3	43%
Math	3	Lamkin	ES4	Eco. Dis.	88	63%	57	65%	40%	37	42%	8%	15	17%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Lamkin	ES4	EB	25	73%	19	76%	55%	15	60%	*	3	12%
Math	3	Lamkin	ES4	At-Risk	29	53%	16	55%	29%	11	38%	*	8	28%
Math	3	Lamkin	ES4	SPED	18	50%	10	56%	25%	5	28%	*	2	11%
Math	3	Lamkin	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Lamkin	ES4	High Focus	99	64%	65	66%	40%	42	42%	7%	9	9%
Math	4	Lamkin	ES4	All	119	67%	86	72%	47%	60	50%	19%	26	22%
Math	4	Lamkin	ES4	Hispanic	42	73%	35	83%	50%	23	55%	18%	9	21%
Math	4	Lamkin	ES4	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Lamkin	ES4	Asian	5	100%	5	100%	83%	5	100%	*	2	40%
Math	4	Lamkin	ES4	African Am.	40	41%	19	48%	21%	10	25%	*	7	18%
Math	4	Lamkin	ES4	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Lamkin	ES4	White	23	79%	19	83%	61%	15	65%	21%	5	22%
Math	4	Lamkin	ES4	Two or More	7	75%	6	86%	*	5	71%	*	1	14%
Math	4	Lamkin	ES4	Eco. Dis.	82	63%	53	65%	39%	35	43%	17%	11	13%
Math	4	Lamkin	ES4	EB	15	60%	10	67%	*	8	53%	*	4	27%
Math	4	Lamkin	ES4	At-Risk	21	42%	9	43%	16%	5	24%	*	5	24%
Math	4	Lamkin	ES4	SPED	29	*	10	34%	*	4	14%	*	3	10%
Math	5	Lamkin	ES4	All	119	73%	97	82%	47%	62	52%	25%	31	26%
Math	5	Lamkin	ES4	Hispanic	46	78%	39	85%	48%	25	54%	20%	10	22%
Math	5	Lamkin	ES4	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Math	5	Lamkin	ES4	Asian	7	92%	7	100%	92%	7	100%	69%	5	71%
Math	5	Lamkin	ES4	African Am.	32	53%	22	69%	18%	9	28%	*	5	16%
Math	5	Lamkin	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Lamkin	ES4	White	24	82%	20	83%	57%	15	63%	32%	8	33%
Math	5	Lamkin	ES4	Two or More	8	*	7	88%	*	4	50%	*	2	25%
Math	5	Lamkin	ES4	Eco. Dis.	82	70%	59	72%	41%	35	43%	20%	17	21%
Math	5	Lamkin	ES4	EB	16	63%	11	69%	44%	8	50%	31%	6	38%
Math	5	Lamkin	ES4	At-Risk	49	57%	31	63%	23%	13	27%	11%	8	16%
Math	5	Lamkin	ES4	SPED	19	30%	6	32%	*	4	21%	*	3	16%
Science	5	Lamkin	ES4	All	119	71%	90	76%	33%	45	38%	16%	25	21%
Science	5	Lamkin	ES4	Hispanic	46	70%	35	76%	35%	18	39%	11%	7	15%
Science	5	Lamkin	ES4	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Science	5	Lamkin	ES4	Asian	7	92%	7	100%	69%	6	86%	46%	4	57%
Science	5	Lamkin	ES4	African Am.	32	50%	19	59%	18%	8	25%	*	6	19%
Science	5	Lamkin	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Lamkin	ES4	White	24	86%	21	88%	36%	9	38%	21%	6	25%
Science	5	Lamkin	ES4	Two or More	8	*	6	75%	*	3	38%	*	1	13%
Science	5	Lamkin	ES4	Eco. Dis.	82	64%	55	67%	29%	26	32%	12%	11	13%
Science	5	Lamkin	ES4	EB	16	50%	9	56%	*	4	25%	*	3	19%
Science	5	Lamkin	ES4	At-Risk	49	55%	28	57%	21%	11	22%	8%	5	10%
Science	5	Lamkin	ES4	SPED	19	33%	7	37%	*	3	16%	*	2	11%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
  - 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 after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
  - Use district-approved 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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 Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
    o Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.