

Cypress-Fairbanks Independent School District

Post Elementary School

2022-2023



Mission Statement

It is the purpose and mission of Post Elementary, in a joint effort with faculty, staff, and parents, to provide all children an education which promotes academic, social, moral, physical, and emotional growth. We are firmly committed to establishing an environment whereby every child receives support and encouragement in fostering a healthy self-concept and which confirms our belief that all children can learn. It is our expectation that providing children with this educational opportunity will help insure that each child will become a contributing and responsible member of society.

Vision

RISE: Respect. Integrity. Safety. Effort.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: At our end of year CPOC Meeting May 27, 2022, we met and reviewed our end of year data and goals. We discussed the gains we made and areas of focus for the 2022-23 school year, and agreed to continue building on the same goals and revisit after receiving our STAAR data. On September 9, 2022, our CPOC Committee met and reviewed our STAAR data. We celebrated our CIP Targets and realized our target area was fourth grade math.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 27, 2022 and September 9, 2022.

In summary, the comprehensive needs assessment denotes the following: Our target group for the 2022-23 school year is fifth grade math due to the CIP Target discrepancies. We will utilize a math temporary worker to pull groups beginning in October.

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

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 27, 2022 and September 9, 2022 to develop the CNA and the strategies. Those meetings were held in the Cafeteria at Post Elementary starting at 10:30 a.m. in May and 8:00 a.m. in September. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we met to review all our data (STAAR, EPS, EOY, Discipline) and needs assessment. We determined that because our fourth graders performed so poorly on their STAAR test and did not meet any of our CIP Targets, we would support that student group (current fifth graders).

Based on feedback from the committee, the campus has the following priorities for the current school year:

- RLA: Our African American passing percentages were lower than most other populations in all grade levels and categories (Approaches, Meets and Masters).
- Math: Our fourth grade passing percentages were lower than the other grade levels and categories (Approaches, Meets and Masters).
- Science: Our Hispanic and African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters).

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC

Meetings.

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

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

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

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

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

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

- Reading: We met or exceeded all but two of our STAAR CIP Targets in every grade level at the Masters Level.
- Reading: All of our Third and Fourth graders met or exceeded our 2022 target.
- Math: Third, Fourth and Fifth grades reached 50% or higher at Approaches.
- Science: Almost all our subpops exceeded 70% at Approaches.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Overall students scored 80% on STAAR. Our AA student group scored the lowest in all grade levels. **Root Cause:** RLA: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 2: Math: Overall Math was 68% on STAAR. All fourth grade sub pops were below target. **Root Cause:** Math: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 3: Science: Overall Science was 75% on STAAR. Our Hispanic subpop was below target. **Root Cause:** Science: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Teachers on the PBIS committee collaborate and present PBIS data and strategies for the staff at monthly staff meetings. They model and provide appropriate behavior videos for classroom discussion during morning meetings.

We have also built the capacity of teacher leadership by implementing committees. These include PBIS, Technology, HORIZONS/GT, Bilingual/ESL, Capturing Kids Hearts and

Parental Involvement.

The Watch DOG program will continue.

Identified GT students participate in the district HORIZONS showcase and DaVinci Day.

Students in grades 3-5 will compete and participate in the schoolwide and district level spelling bee.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Post Elementary's restorative practices have improved, however still need tweaking. **Root Cause:** School Culture and Climate: Without utilizing solid PBIS strategies, teachers are not equipped to work with changing student behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- One of our strengths is the experience level of our teachers.
- We identify the needs of our students and provide staff development for our teachers.
- We are building teachers' capacity and growth by providing coaching. Teachers are given a coach (who is not their appraiser) to set a collaborative goal, a time to meet, develop a plan for improvement and are provided timely and specific feedback.
- New teachers to Post are given a mentor in which they participate in monthly Mentor/Mentee meetings to discuss various topics.
- Administrators attend and support content level planning.
- We increased in every area of our Employee Perception Survey.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers continue to create engaging activities for their curriculum, lessons and activities. **Root Cause:** Teacher/Paraprofessional Attendance: Not all content-grade level teachers are able to collaborate, create, instruct quality lessons.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Pre-K/Kinder Corral
- 2nd - 5th Meet the Teacher
- Virtual Open House

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Due to continued concerns regarding COVID and student safety, we need to find ways to encourage parents to attend school events in person. **Root Cause:** Parent and Community Engagement: We need to strengthen our committee designated to plan activities to involve parents.

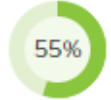
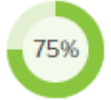

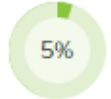

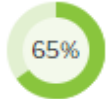



Goals













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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: RLA: Teachers will have lesson plans that consistently differentiate instruction for students based on academic needs during guided reading, oral language development and small group instruction with supports from reading interventionist (dyslexia, SGRI). Teachers will receive additional books to support independent reading. Teacher will receive professional books to assist with reflection.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Math: Teachers will consistently and effectively implement research based strategies and best practices during classroom instruction to develop mathematical thinking and problem solving skills. Instruction utilizing blended learning checklist, real-world relationships, student discourse, use of manipulatives and visual aids will provide students the opportunity to build procedural fluency and conceptual understanding. Lessons will be structured developmentally using first concrete, then representational, and last abstract representation for all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Science: Teachers will focus on students fully participating in the 5 E model of science learning. teachers in grades 2-5 will utilize hands-on, critical thinking opportunities, and interactive word walls.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 4 Details | Formative Reviews | | |
|---|--|--|--|
| <p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes pulling small groups during Bloom time to support the areas of deficits.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Field Trips, Story Teller, Science/Math/Reading Activities. Winter Wonderland</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: At-risk, African American, Economically Disadvantaged and LEP students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <ol style="list-style-type: none"> Salaries- Our additional Behavior Interventionist will support our teachers, behavior goals and PBIS strategies. Professional Development- The Instructional Specialist, teaching staff, and para- professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Professional books and other resources will build teachers' capacity. All In Learning- Teachers and students will utilize All in Learning as a supplemental instructional aide to be used at school and at home to assist meeting or exceeding instructional targets. Paper and Laminate- Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |



No Progress



Accomplished



Continue/Modify












Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: Students attending before school tutoring will have a 30% increase in growth with all assessments in math and reading. Staff Responsible for Monitoring: Principal | Formative | | |
| | Nov | Feb | May |
| | N/A |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Professional Staffing: Class size reduction teacher (3rd grade) Strategy's Expected Result/Impact: By the conclusion of the 2022-2023 school year, 90% of students in this class will meet the approaches or higher standard on RLA STAAR and Math STAAR. Staff Responsible for Monitoring: Principal | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

Performance Objective 1: Student Safety: By the end of the 2022-23 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


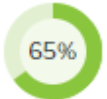




| Strategy 1 Details | Formative Reviews | | |
|--|--|--|--|
| <p>Strategy 1: Campus Safety: Campus Safety: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.</p> <p>Code of Conduct talks held within first 2 weeks of school and in spring semester.</p> <p>Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.</p> <p>Strategy's Expected Result/Impact: Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills. Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: EOP Coordinator, Teachers, Administrative Team, Safety Team</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective



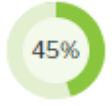






| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|---|---|
| <p>Strategy 1: Student Attendance: Students can enter a drawing to receive an incentive for each 9 weeks of Perfect attendance. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97% Staff Responsible for Monitoring: Registrar, Teachers, PBIS Committee, Assistant Principals, Principals</p> | Formative | | |
| | Nov | Feb | May |
| | N/A |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

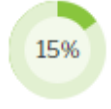









Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Restorative Discipline: Students with significant behavioral difficulties are monitored closely by the behavior interventionist with the collaborative effort of teachers, paraprofessionals, counselors, and administrators by implementing strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice, and activity-based reinforcer schedule based on individualized needs.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: In School Suspensions: In addition to strategy 1, SPED/AA students may receive longer days of lunch/recess DMC and to review specific social behavioral lessons utilizing various tools and resources such as Everyday Speech, PBIS Rewards, and Suite 360 facilitated by DMC coordinator, behavior interventionist, and/or counselors. Parent may attend parenting classes offered through psychological department in lieu of ISS.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 11%.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Out of School Suspensions: Students may be offered extended DMC with individualized social behavior interventions utilizing available resources such as Everyday Speech and Suite 360 in lieu of OSS.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |







| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 4: Special Opportunity School (SOS) Placements: Multiple strategies and interventions will continue to be implemented to keep AA students at Post Elementary School.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Violence Prevention: To reduce violent incidents on campus, we will implement strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons using Suite 360.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|---|---|
| Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal/APs/Campus Secretary | Formative | | |
| | Nov | Feb | May |
| | N/A |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 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: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 50%.

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

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Parent and Family Engagement: We have started a Parent Involvement committee comprised of Instructional specialist, teachers, and paras.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

2022-2023 CPOC

| Committee Role | Name | Position |
|-----------------------------|-------------------------|----------------------------|
| Principal | Dr. Karen Stockton | Principal |
| Classroom Teacher | Alicia Almanza | Teacher #1 |
| Classroom Teacher | Elizabeth Gutierrez | Teacher #2 |
| Classroom Teacher | Emily Tiffany | Teacher #3 |
| Classroom Teacher | Hanna Landreth | Teacher #4 |
| Classroom Teacher | Kelsey Ramsey | Teacher #5 |
| Classroom Teacher | Lizzette Richards | Teacher #6 |
| Classroom Teacher | Lynette Mathews | Teacher #7 |
| Non-classroom Professional | Amber Colchado | Other School Leader #1 |
| Non-classroom Professional | Misty Finch | Other School Leader #2 |
| Non-classroom Professional | Rachel Dunn | Other School Leader #3 |
| Non-classroom Professional | Starlett Moed | Other School Leader #4 |
| District-level Professional | Dr. Ashley Clayburn | Administrator (LEA) #1 |
| District-level Professional | Todd Sepulvida | Administrator (LEA) #2 |
| Parent | James McDonald | Parent #1 |
| Parent | add name | parent #2 |
| Community Representative | Alex Soler | Community Resident #1 |
| Community Representative | add name | Community Resident #2 |
| Business Representative | add name | Business Representative #1 |
| Business Representative | add name | Business Representative #2 |
| Paraprofessional | Leah Way | Paraprofessional #1 |
| Paraprofessional | Mayra Carwile | Paraprofessional #2 |
| Classroom Teacher | Paulina Williams | 4th grade |
| Paraprofessional | Lisa Aden | Campus Secretary |
| Non-classroom Professional | Megan Robison | Dyslexia |
| Classroom Teacher | Patricia Moussa | 2nd Grade Teacher |
| Non-classroom Professional | Dr. Yuka Takahashi-Kury | BI |

| Committee Role | Name | Position |
|----------------------------|---------------|-----------------|
| Non-classroom Professional | Nina Campbell | IS |
| Non-classroom Professional | Jill Miedke | IS |
| Non-classroom Professional | Zaina Dimassi | IS |
| Non-classroom Professional | Melissa Blass | TC |

Addendums

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

| Content | Gr. | Campus | Student Group | Tested | 2022: Approaches Grade Level | | 2023 Approaches Incremental Growth Target | 2023: Approaches Grade Level | 2022: Meets Grade Level | | 2023 Meets Incremental Growth Target | 2023: Meets Grade Level | 2022: Masters Grade Level | | 2023 Masters Incremental Growth Target | 2023: Masters Grade Level | | |
|---------|-----|--------|--------------------|--------|------------------------------|------|---|------------------------------|-------------------------|-----|--------------------------------------|-------------------------|---------------------------|-----|--|---------------------------|---|---|
| | | | | 2022 | # | % | | | # | % | | | # | % | | | # | % |
| | | | | # | | | | | | | | | | | | | | |
| Reading | 3 | Post | White | 25 | 25 | 100% | 100% | 80% | 21 | 84% | 88% | 73% | 13 | 52% | 58% | 33% | | |
| Reading | 3 | Post | Two or More | 5 | 4 | 80% | 85% | * | 3 | 60% | 65% | * | 2 | 40% | 45% | * | | |
| Reading | 3 | Post | Eco. Dis. | 83 | 61 | 73% | 75% | 71% | 36 | 43% | 45% | 47% | 22 | 27% | 30% | 18% | | |
| Reading | 3 | Post | Emergent Bilingual | 35 | 22 | 63% | 65% | 53% | 12 | 34% | 35% | 28% | 8 | 23% | 25% | * | | |
| Reading | 3 | Post | At-Risk | 83 | 60 | 72% | 75% | 57% | 35 | 42% | 45% | 34% | 20 | 24% | 28% | 11% | | |
| Reading | 3 | Post | SPED | 16 | 9 | 56% | 60% | 42% | 5 | 31% | 35% | * | 3 | 19% | 22% | * | | |
| Reading | 4 | Post | All | 123 | 96 | 78% | 80% | 74% | 67 | 54% | 55% | 44% | 27 | 22% | 25% | 25% | | |
| Reading | 4 | Post | Hispanic | 50 | 37 | 74% | 75% | 70% | 22 | 44% | 45% | 37% | 9 | 18% | 20% | 21% | | |
| Reading | 4 | Post | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Reading | 4 | Post | Asian | 11 | 11 | 100% | 100% | * | 8 | 73% | 75% | * | 4 | 36% | 40% | * | | |
| Reading | 4 | Post | African Am. | 36 | 25 | 69% | 70% | 71% | 19 | 53% | 55% | 32% | 5 | 14% | 15% | 16% | | |
| Reading | 4 | Post | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Reading | 4 | Post | White | 24 | 21 | 88% | 90% | 88% | 16 | 67% | 70% | 76% | 8 | 33% | 35% | 52% | | |
| Reading | 4 | Post | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Reading | 4 | Post | Eco. Dis. | 79 | 57 | 72% | 75% | 68% | 38 | 48% | 50% | 32% | 12 | 15% | 20% | 15% | | |
| Reading | 4 | Post | Emergent Bilingual | 34 | 26 | 76% | 80% | 63% | 14 | 41% | 45% | 25% | 6 | 18% | 20% | * | | |
| Reading | 4 | Post | At-Risk | 84 | 63 | 75% | 80% | 61% | 38 | 45% | 50% | 28% | 14 | 17% | 20% | 12% | | |
| Reading | 4 | Post | SPED | 12 | 5 | 42% | 45% | * | 3 | 25% | 28% | * | 1 | 8% | 10% | * | | |
| Reading | 5 | Post | All | 124 | 103 | 83% | 85% | 78% | 71 | 57% | 60% | 55% | 46 | 37% | 40% | 25% | | |
| Reading | 5 | Post | Hispanic | 64 | 51 | 80% | 85% | 71% | 35 | 55% | 60% | 53% | 24 | 38% | 40% | 22% | | |
| Reading | 5 | Post | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Reading | 5 | Post | Asian | 6 | 6 | 100% | 100% | 89% | 4 | 67% | 70% | 67% | 3 | 50% | 55% | * | | |
| Reading | 5 | Post | African Am. | 27 | 21 | 78% | 80% | 73% | 13 | 48% | 50% | 37% | 6 | 22% | 25% | * | | |
| Reading | 5 | Post | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Reading | 5 | Post | White | 24 | 22 | 92% | 95% | 92% | 17 | 71% | 75% | 69% | 11 | 46% | 50% | 38% | | |
| Reading | 5 | Post | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Reading | 5 | Post | Eco. Dis. | 85 | 71 | 84% | 85% | 73% | 47 | 55% | 58% | 49% | 27 | 32% | 35% | 19% | | |
| Reading | 5 | Post | Emergent Bilingual | 30 | 18 | 60% | 65% | 64% | 8 | 27% | 30% | 43% | 3 | 10% | 15% | * | | |
| Reading | 5 | Post | At-Risk | 100 | 80 | 80% | 85% | 72% | 53 | 53% | 55% | 46% | 29 | 29% | 30% | 13% | | |
| Reading | 5 | Post | SPED | 14 | 9 | 64% | 65% | * | 3 | 21% | 25% | * | 2 | 14% | 15% | * | | |
| Science | 5 | Post | All | 124 | 93 | 75% | 80% | 63% | 61 | 49% | 50% | 34% | 41 | 33% | 35% | 12% | | |
| Science | 5 | Post | Hispanic | 64 | 44 | 69% | 70% | 59% | 30 | 47% | 50% | 24% | 16 | 25% | 30% | * | | |
| Science | 5 | Post | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Science | 5 | Post | Asian | 6 | 6 | 100% | 100% | 78% | 4 | 67% | 70% | 56% | 4 | 67% | 70% | * | | |
| Science | 5 | Post | African Am. | 27 | 20 | 74% | 75% | 43% | 7 | 26% | 30% | * | 5 | 19% | 20% | * | | |
| Science | 5 | Post | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Science | 5 | Post | White | 24 | 20 | 83% | 85% | 85% | 18 | 75% | 77% | 65% | 14 | 58% | 60% | 31% | | |
| Science | 5 | Post | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * | | |
| Science | 5 | Post | Eco. Dis. | 85 | 62 | 73% | 75% | 55% | 35 | 41% | 45% | 25% | 19 | 22% | 25% | * | | |
| Science | 5 | Post | Emergent Bilingual | 30 | 14 | 47% | 50% | 54% | 6 | 20% | 24% | * | 3 | 10% | 14% | * | | |
| Science | 5 | Post | At-Risk | 100 | 73 | 73% | 75% | 50% | 43 | 43% | 45% | 20% | 27 | 27% | 30% | * | | |
| Science | 5 | Post | SPED | 14 | 8 | 57% | 60% | * | 5 | 36% | 40% | * | 4 | 29% | 30% | * | | |

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

| | | POST | 2021 (Target) | 2021 (Actual) | 2022 (Target) | 2022 (Actual) | 2023 (Target) | 2024 (Target) | 2025 (Target) |
|----------------------------------|----------------------------------|----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Reading | All | Target and Actual Rate | 37% | 38% | 39% | 56% | 41% | 44% | 47% |
| | | Total Number Meets or Higher | | 41 | | 74 | | | |
| | | Total Number Tested | | 107 | | 133 | | | |
| | | Points away from or above target | | +1 | | +17 | | | |
| | | Difference from Prior Year | | | | +18 | | | |
| | | Growth from Prior Year | | | | 47% | | | |
| | African American | Target and Actual Rate | 28% | 25% | 30% | 52% | 32% | 35% | 38% |
| | | Total Number Meets or Higher | | 6 | | 16 | | | |
| | | Total Number Tested | | 24 | | 31 | | | |
| | | Points away from or above target | | -3 | | +22 | | | |
| | | Difference from Prior Year | | | | +27 | | | |
| | | Growth from Prior Year | | | | 108% | | | |
| | Hispanic | Target and Actual Rate | 29% | 27% | 31% | 46% | 33% | 36% | 39% |
| | | Total Number Meets or Higher | | 14 | | 32 | | | |
| | | Total Number Tested | | 51 | | 69 | | | |
| | | Points away from or above target | | -2 | | +15 | | | |
| | | Difference from Prior Year | | | | +19 | | | |
| | | Growth from Prior Year | | | | 70% | | | |
| | Eco. Disadv. | Target and Actual Rate | 34% | 28% | 36% | 45% | 38% | 41% | 44% |
| | | Total Number Meets or Higher | | 19 | | 38 | | | |
| | | Total Number Tested | | 68 | | 84 | | | |
| Points away from or above target | | | -6 | | +9 | | | | |
| Difference from Prior Year | | | | | +17 | | | | |
| Growth from Prior Year | | | | | 61% | | | | |
| EL (Current & Monitored) | Target and Actual Rate | 35% | 27% | 37% | 44% | 39% | 42% | 45% | |
| | Total Number Meets or Higher | | 12 | | 19 | | | | |
| | Total Number Tested | | 44 | | 43 | | | | |
| | Points away from or above target | | -8 | | +7 | | | | |
| | Difference from Prior Year | | | | +17 | | | | |
| | Growth from Prior Year | | | | 63% | | | | |
| Cont. Enrolled | Target and Actual Rate | 35% | 43% | 37% | 58% | 39% | 42% | 45% | |
| | Total Number Meets or Higher | | 38 | | 64 | | | | |
| | Total Number Tested | | 88 | | 110 | | | | |
| | Points away from or above target | | +8 | | +21 | | | | |
| | Difference from Prior Year | | | | +15 | | | | |
| | Growth from Prior Year | | | | 35% | | | | |

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

| | | POST | 2021 (Target) | 2021 (Actual) | 2022 (Target) | 2022 (Actual) | 2023 (Target) | 2024 (Target) | 2025 (Target) |
|----------------------------------|----------------------------------|----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Math | All | Target and Actual Rate | 49% | 23% | 51% | 35% | 53% | 56% | 59% |
| | | Total Number Meets or Higher | | 25 | | 46 | | | |
| | | Total Number Tested | | 107 | | 133 | | | |
| | | Points away from or above target | | -26 | | -16 | | | |
| | | Difference from Prior Year | | | | +12 | | | |
| | | Growth from Prior Year | | | | 52% | | | |
| | African American | Target and Actual Rate | 37% | 8% | 39% | 26% | 41% | 44% | 47% |
| | | Total Number Meets or Higher | | 2 | | 8 | | | |
| | | Total Number Tested | | 24 | | 31 | | | |
| | | Points away from or above target | | -29 | | -13 | | | |
| | | Difference from Prior Year | | | | +18 | | | |
| | | Growth from Prior Year | | | | 225% | | | |
| | Hispanic | Target and Actual Rate | 42% | 12% | 44% | 30% | 46% | 49% | 52% |
| | | Total Number Meets or Higher | | 6 | | 21 | | | |
| | | Total Number Tested | | 51 | | 69 | | | |
| | | Points away from or above target | | -30 | | -14 | | | |
| | | Difference from Prior Year | | | | +18 | | | |
| | | Growth from Prior Year | | | | 150% | | | |
| | Eco. Disadv. | Target and Actual Rate | 45% | 18% | 47% | 26% | 49% | 52% | 55% |
| | | Total Number Meets or Higher | | 12 | | 22 | | | |
| Total Number Tested | | | 68 | | 84 | | | | |
| Points away from or above target | | | -27 | | -21 | | | | |
| Difference from Prior Year | | | | | +8 | | | | |
| Growth from Prior Year | | | | | 44% | | | | |
| EL (Current & Monitored) | Target and Actual Rate | 52% | 18% | 54% | 26% | 56% | 59% | 62% | |
| | Total Number Meets or Higher | | 8 | | 11 | | | | |
| | Total Number Tested | | 44 | | 43 | | | | |
| | Points away from or above target | | -34 | | -28 | | | | |
| | Difference from Prior Year | | | | +8 | | | | |
| | Growth from Prior Year | | | | 44% | | | | |
| Cont. Enrolled | Target and Actual Rate | 50% | 25% | 52% | 37% | 54% | 57% | 60% | |
| | Total Number Meets or Higher | | 22 | | 41 | | | | |
| | Total Number Tested | | 88 | | 110 | | | | |
| | Points away from or above target | | -25 | | -15 | | | | |
| | Difference from Prior Year | | | | +12 | | | | |
| | Growth from Prior Year | | | | 48% | | | | |

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 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 is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 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)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized 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 Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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 the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- 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.
- 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.