Cypress-Fairbanks Independent School District

Bang Elementary School

2023-2024

Mission Statement

In partnership with families and the community, Bang Elementary is committed to teaching the whole child in order to promote a positive school culture and growth mindset within a safe leaning environment.

Vision

Where everbody is treated with respect and supported acdemically, socially, and emotionally.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Bang Elementary is a campus in Houston, Texas. Bang Elementary opened its doors in 1990. Bang Elementary is projected to serve 889 students in grades PreK - 5th during the 2023-2024 school year, which is a decrease from the previous year of 942.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- STAAR & STAAR Emergent Bilingual
- Texas English Language Proficiency Assessment
- Behavior Data
- Attendance
- Employee Perception Survey
- EOY Benchmarks/ Reading Levels

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 15, 2023 to develop and finalize the CNA. The meetings were held at Bang Elementary in the library at 7:30 am.

At the first meeting on May 11, 2023, principal Susan L. Bolado with committee reviewed all of our EOY data (EPS, EOY, Discipline) and needs assessment. we determined that our math data was significantly lower 3rd and 4th graders. We decided to start interventions earlier this year due to the data.

At the second meeting on September 15, 2023, the CPOC committee discussed the purpose of the CPOC Committee and introduced our

district and community representatives. Because of delay of STAAR data and accountability the committee decided to that we would continue to focus on small group instruction in all subject areas to strengthen students understanding.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

1st Problem Statement

RLA: To fill in the gaps, we need to provide consistent and quality instruction through strategy and small groups for all students.

Root Cause

RLA: Staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students.

2nd Problem Statement

Math: Students may show a deficit in number sense, applications, and vocabulary.

Root Cause

Math: Mathematics foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

3rd Problem Statement

Science: Students may display an absence of science vocabulary and hands on experiences as required in the science TEKS.

Root Cause

Science: Science foundation is lacking and staff will need to plan for multiple opportunities through strong vocabulary instruction, modeling, and the implementation of hands on experiences to strengthen their foundation.

Student Achievement

Student Achievement Strengths

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

Bang showed improvement according to target goals in the following areas:

- 3rd grade Reading
    - Economically Disadvantaged students showed growth in Approaches & Meets
    - At-Risk students showed growth in Approaches & Meets
    - Special Education students showed growth in Approaches
    - Hispanic students showed growth in approaches
    - Asian students showed growth in Meets
    - African American students showed growth in Approaches & Meets
    - White students showed growth in Approaches & Meets
- 5th Reading
    - Asian students showed growth in Approaches & Meets
    - Emergent Bilingual students showed growth in Approaches
    - Special Education students showed growth in Approaches
- 3rd Math
    - All students showed growth in Meets
    - Hispanic students showed growth in Meets & Masters
    - White students showed growth in Approaches & Meets
    - Economically Disadvantaged students showed growth in Meets
    - At-Risk students showed growth in Meets & Masters
- 4th Math
    - Hispanic students showed growth Meets & Masters
    - White students showed growth in Approaches, Meets, & Masters
    - Economically Disadvantaged students showed growth Meets
    - Emergent Bilingual students showed growth in Approaches & Meets
    - At-Risk students showed growth Meets
    - Special Education students showed growth Approaches
- 5th Math
    - Hispanic students showed growth in Meets
    - African American students showed growth in Approaches
    - White students showed growth in Approaches
    - Special Education showed growth in Approaches
- 5th Science
    - Special Education students showed growth in Approaches

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: To fill in the gaps, we need to provide consistent and quality instruction through small/strategy groups and for all students.   **Root Cause:** RLA: Staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students along with specific lessons for small groups.

Problem Statement 2: Math: Students may show a deficit in number sense, applications, and vocabulary.   **Root Cause:** Math: Mathematics foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

Problem Statement 3: Science: : Students may display an absence of science vocabulary and hands on experiences as required in the science TEKS.   **Root Cause:** Science: Science foundation is lacking and staff will need to plan for multiple opportunities through strong vocabulary instruction, modeling, and the implementation of hands on experiences to strengthen their foundation.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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 Strengths

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

- EPS ranges from 88 - 98%
- Increased positivity and culture on campus
- Parents feel students are welcome and safe
- Common PBIS language and visuals reinforced throughout campus
- Quality work is expected
- Safe work environment
- Information related to job is accessible
- Collaboration is encouraged and practiced

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Bang Elementary's restorative practices have improved, however still need work.   **Root Cause:** Without utilizing solid PBIS strategies, teachers are not equipped to work with changing student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- 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 that 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 Bang are given a mentor in which they participate in monthly Mentor/Mentee meetings to discuss various topics.
- Administration attend and support content level plannings.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendances exceeds student attendance.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff attendance procedures should to be communicated to teachers throughout the year.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Meet the Teacher & Walk Bang - PK & Kinder (ECSE & Life Skills)
- Meet the Teachers 1st - 5th
- Open House
- Family Literacy Night
- 2nd, 3rd, & 4th grade Programs
- Winter Wonderland
- K & 1st Thanksgiving Feast
- PK Donuts with Dear Ones
- Watch Dog Dads
- Math/Science Night
- PEAMS Showcase & Family Fitness Night
- Cultural Diversity Night
- Girls Invite Someone Special Dance
- Boys Invite Someone Special Game Night

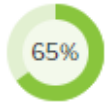**Problem Statements Identifying Parent and Community Engagement Needs**

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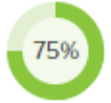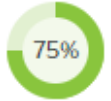
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR RLA, STAAR Math, and STAAR Science

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Bang teachers will monitor data from the district module assessments to determine skills-based reteach and intervention small group lessons for students using Amplify, Rigby lessons, and decodable readers.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will meet standards that align to their needs-based skills. **Staff Responsible for Monitoring:** Teaching staff, Instructional Specialists, Assistant Principals	40%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading: Teachers will focus on analyzing data efficiently using formative assessments, Schoology data, teacher observations, and student daily work to drive instructional small groups to increase the learning gap.	Formative		
	Nov	Feb	May
We will enhance the engagement in our Reading classes for students. We will monitor assessments using a data tracking spreadsheet and identify student progress. We will utilize a monitoring notebook for observations of student learning progress. We will purchase supplies to reinforce instruction funded by Title I. We will utilize temporary workers to pull small groups of students to close the learning gap funded by Title I. We will provide after school tutoring opportunities. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal	40%	65%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will focus on analyzing data (formative and summative) efficiently to drive instructional small groups to increase the learning gap. We will enhance the engagement in our math classes for students. We will utilize a class size reduction teacher in 4th and 5th grade to reduce the student teacher ratio. We will purchase supplies to reinforce instruction funded by Title I. We will utilize temporary workers to pull small groups of students to close the learning gap funded by Title I. We will provide after school tutoring opportunities. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, IS, Teachers, Temporary Workers	**Formative**		
	Nov	**Feb**	**May**
	40%	60%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Science: Our science teachers will strengthen students' understanding of science concepts by providing rigorous and relevant, hands-on opportunities. Teachers will analyze formative and summative data to drive small group instruction. Teachers will focus on vocabulary and utilize interactive word walls in the science classrooms. We will also purchase supplies to reinforce instruction. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, IS, Teachers	**Formative**		
	Nov	**Feb**	**May**
	40%	55%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	50%	60%	

Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Targeted small instructional groups daily from 8:25-8:55 am. The primary classes will focus targeted instruction on small group reading instruction by skill. The 3-5 grades will target phonics using game format, adaptive practice, small group reading instruction to support readers by skill, choice board for on level students and they will focus on fact fluency and computation. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, Instructional Teaching Staff	**Formative**		
	Nov	**Feb**	**May**
	50%	65%	

Strategy 7 Details	**Formative Reviews**		
Strategy 7: 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: Students will have the opportunity to be involved in Bear Time and Library lessons to extend their learning. Students can join extracurricular activities such as Music Club, Art Club, Volleyball Club, Girls and Pearls, Reading Club, Baseball Club, PALS, Bang Self Managers, Girls on the Run, and Ambassadors. All students will participate in Red Ribbon Week, Kindness Week, and College Week. **Strategy's Expected Result/Impact:** Students will learn responsibilities beyond the classroom that will transfer back into the classroom. Students will gain knowledge of the world around them beyond the classroom. **Staff Responsible for Monitoring:** Club Sponsors, Coaches, APs, Counselors	**Formative**		
	Nov	**Feb**	**May**
	60%	75%	

Strategy 8 Details	**Formative Reviews**		
Strategy 8: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff	**Formative**		
	Nov	**Feb**	**May**
	65%	75%	

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

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring in small groups with students who are behind academically in 1st through 5th grades.	Formative		
Strategy's Expected Result/Impact: Students attending before and after school tutoring will have a 30% increase in growth with all assessments in math and reading.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	70%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Closing the achievement gaps due to the COVID-19 learning loss.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	70%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher in 5th Grade Math/Science will be hired to work with students to improve their academic performance.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the conclusion of the 2023-2024 school year, 90% of students in this class will meet approaches or higher standard on Math STAAR and Science STAAR. **Staff Responsible for Monitoring:** Principal	70%	70%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Closing the Gaps: A math interventionist will be hired to work with students on improving their math skills to close the gaps created by COVID-19.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. **Staff Responsible for Monitoring:** Principal	N/A	30%	

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

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	70%	70%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 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.
Implement all Lead Safely protocols
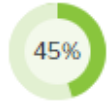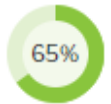
Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: 100% of Bang staff and students will implement and follow all Lead Safely guidelines and protocols. Monthly training's for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time. **Staff Responsible for Monitoring:** Admin, Teachers, all staff	75%	85%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers	70%	85%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased communication and faster response times. **Staff Responsible for Monitoring:** Principal, Assistant Principals	40%	75%	

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

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

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

High Priority

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Members of the Bang staff and administration will serve on an attendance committee to support the overall attendance goal of 95%.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	45%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	40%	60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Members of the Bang staff and administrators will serve on an attendance committee to support the overall attendance goal of 95%.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	50%	65%	❌

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

High Priority

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Bang will continue to have 0% violent incidents because we utilize our behavior interventionists, a PBIS Rewards system, Code of Conduct Safety SAM meetings, and provide counseling support to students via guidance lessons, social skills lessons, individual and group counseling sessions, behavior resets, PALS program, HUGS buddy program, Self Managers, and Girls in Pearls program.	**Formative**		
	Nov	Feb	May
	50%	80%	
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, APs, BIs, Counselors			

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students will participate in various small group counseling/lunch bunch groups for support and behavior skills. Provide training for teachers on working with difficult students.	**Formative**		
	Nov	Feb	May
All staff participated in Well Managed Schools and select staff participated in Capturing Kids' Hearts. Teachers will cover the "Social Skill of the Week" during Morning Meetings.	50%	80%	
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a campus incentive to all staff who have perfect attendance each month.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistance Principals	40%	80%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Our staff will honor colleagues through the use of our PBIS Teacher reward system.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principals. Assistance Principals	50%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Our staff will participate in monthly "Fun First Friday" team building games before school. Small prizes will be awarded.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals	45%	85%	

Strategy 4 Details	Formative Reviews		
Strategy 4: PTO and CyFair Credit Union will provide monthly staff appreciation treats, small gifts, and lunches throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Teachers/paraprofessionals attendance will increase 10%	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principals and Assistant Principals	50%	70%	

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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.
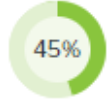
> **Evaluation Data Sources:** Classroom implementation of professional learning
> Walk-throughs
> Lesson Plans
> CF-TESS Data

Strategy 1 Details		Formative Reviews	
Strategy 1: High-Quality Professional Development: Teachers will attend professional development on CF-Tess Goals, and classroom management as needed.		**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the current school year, 100% of new teachers will complete assigned professional development as needed. **Staff Responsible for Monitoring:** Principal, APs, ISs	45%	65%	

Strategy 2 Details		Formative Reviews	
Strategy 2: High-Quality Professional Development: Campus leaders will engage in training by Pete Hall to improve their communication in the area of coaching.		**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed targeted goals in our CIP **Staff Responsible for Monitoring:** Admin	70%	80%	

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will utilize social media, Remind, Bang newsletters, and monthly calendars from the principal, campus website, and flyers to communicate opportunities to visit and volunteer on our campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Campus Secretary, IS's	45%	85%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: We will offer opportunities for parents to visit during special events such as Curriculum Night, Donuts with Dear Ones (PreK), Family Literacy Night, Family Math and Science Night, Family Fitness Night, Family Multicultural Night, Nocturnal Animal Museum (1st Grade), Thanksgiving Feast (K/1), Field Day, Career Day, Watch Dog Dads, Book Fairs, End of Year Awards, Winter Party, Name that Book, Spelling Bee, and PBIS Carnival.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Campus Secretary, IS's	55%	100%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Susan Bolado	Principal
Teacher #1	Amy Loftin-Feely	Teacher #1
Teacher #2	Meryl Kelly	Teacher #2
Teacher #3	Monica Medellin	Teacher #3
Teacher #4	Cecilia Navarro	Teacher #4
Teacher #5	Marla Molina	Teacher #5
Teacher #6	Ali Weathers	Teacher #6
Teacher #7	Whitney McConaga	Teacher #7
Teacher #8	Teresa Hime	Teacher #8
Other School Leader (Nonteaching Professional) #1	Joel Weckerly	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Michelle Chatagnier	Assistant Principal
Administrator (LEA) #2	Kayla Mouton	Assistant Principal
Parent #1	Allison Bowen	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Maria Peters Gray	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Jon-Willie Faggett	Business Representative #1 - CyFair Credit Union
Business Representative #2	Business Representative - Equitable #2	Business Representative #2
Paraprofessional #1	Philonse Plese	Paraprofessional #1
Paraprofessional #2	Ester Evans	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Tami Crum	Administrative Secretary
Other School Leader (Nonteaching Professional) #4	Elise Mann	Librarian
Administrator	Patti Arechiga	Testing Coordinator
Administrator	Sheron Williams	Counselor
Administrator	Yolanda Holden	Counselor
Administrator	Brandi Mendoza	ELAR Instructional Specialist

Committee Role	Name	Position
Administrator	Susan Moschella	Math/Science Instructional Specialist
Administrator	Chevone McKinney	Primary Instructional Specialist
Administrator	Ronald Gerac	Behavioral Interventionist

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Reading	3	Bang	ES 6	All	121	101	83%	85%	2%	63	52%	55%	3%	22	18%	20%	2%
Reading	3	Bang	ES 6	Hispanic	63	51	81%	83%	2%	33	52%	54%	2%	11	17%	20%	3%
Reading	3	Bang	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bang	ES 6	Asian	6	6	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	3	Bang	ES 6	African Am.	32	26	81%	83%	2%	13	41%	43%	2%	*	*	*	*
Reading	3	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bang	ES 6	White	17	16	94%	97%	3%	13	76%	79%	3%	7	41%	44%	3%
Reading	3	Bang	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bang	ES 6	Eco. Dis.	98	80	82%	85%	3%	47	48%	51%	3%	14	14%	17%	3%
Reading	3	Bang	ES 6	LEP Current	27	19	70%	72%	2%	10	37%	40%	3%	*	*	*	*
Reading	3	Bang	ES 6	At-Risk	64	48	75%	77%	2%	22	34%	36%	2%	6	9%	12%	3%
Reading	3	Bang	ES 6	SPED	22	14	64%	66%	2%	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	All	127	84	66%	70%	4%	36	28%	30%	2%	13	10%	13%	3%
Reading	4	Bang	ES 6	Hispanic	61	42	69%	71%	2%	14	23%	25%	2%	*	*	*	*
Reading	4	Bang	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	Asian	10	7	70%	73%	3%	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	African Am.	28	13	46%	49%	3%	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	White	21	15	71%	74%	3%	10	48%	51%	3%	6	29%	31%	2%
Reading	4	Bang	ES 6	Two or More	7	7	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	Eco. Dis.	91	59	65%	68%	3%	19	21%	24%	3%	5	5%	8%	3%
Reading	4	Bang	ES 6	LEP Current	23	12	52%	55%	3%	*	*	*	*	*	*	*	*
Reading	4	Bang	ES 6	At-Risk	76	41	54%	57%	3%	9	12%	15%	3%	*	*	*	*
Reading	4	Bang	ES 6	SPED	21	7	33%	38%	5%	*	*	*	*	*	*	*	*
Reading	5	Bang	ES 6	All	149	119	80%	83%	3%	69	46%	48%	2%	27	18%	21%	3%
Reading	5	Bang	ES 6	Hispanic	83	61	73%	75%	2%	38	46%	49%	3%	11	13%	16%	3%
Reading	5	Bang	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bang	ES 6	Asian	10	10	100%	100%	0%	9	90%	92%	2%	*	*	*	*
Reading	5	Bang	ES 6	African Am.	35	30	86%	89%	3%	11	31%	35%	4%	6	17%	20%	3%
Reading	5	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bang	ES 6	White	15	12	80%	83%	3%	6	40%	43%	3%	*	*	*	*
Reading	5	Bang	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bang	ES 6	Eco. Dis.	106	79	75%	77%	2%	39	37%	41%	4%	8	8%	12%	4%
Reading	5	Bang	ES 6	LEP Current	38	26	68%	71%	3%	11	29%	32%	3%	*	*	*	*
Reading	5	Bang	ES 6	At-Risk	92	67	73%	76%	3%	32	35%	37%	2%	10	11%	13%	2%
Reading	5	Bang	ES 6	SPED	19	9	47%	50%	3%	*	*	*	*	*	*	*	*
Math	3	Bang	ES 6	All	121	76	63%	70%	7%	35	29%	32%	3%	12	10%	13%	3%
Math	3	Bang	ES 6	Hispanic	63	42	67%	70%	3%	18	29%	32%	3%	6	10%	13%	3%
Math	3	Bang	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bang	ES 6	Asian	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bang	ES 6	African Am.	32	15	47%	50%	3%	*	*	*	*	*	*	*	*
Math	3	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bang	ES 6	White	17	13	76%	79%	3%	10	59%	63%	4%	*	*	*	*
Math	3	Bang	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bang	ES 6	Eco. Dis.	98	59	60%	63%	3%	24	24%	28%	4%	7	7%	10%	3%
Math	3	Bang	ES 6	LEP Current	27	15	56%	60%	4%	6	22%	26%	4%	*	*	*	*
Math	3	Bang	ES 6	At-Risk	64	34	53%	57%	4%	13	20%	24%	4%	5	8%	11%	3%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Math	3	Bang	ES 6	SPED	22	8	36%	40%	4%	*	*	*	*	*	*	*	*
Math	4	Bang	ES 6	All	127	76	60%	70%	10%	47	37%	39%	2%	21	17%	20%	3%
Math	4	Bang	ES 6	Hispanic	61	40	66%	68%	2%	23	38%	42%	4%	7	11%	14%	3%
Math	4	Bang	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bang	ES 6	Asian	10	8	80%	83%	3%	6	60%	62%	2%	*	*	*	*
Math	4	Bang	ES 6	African Am.	28	9	32%	35%	3%	*	*	*	*	*	*	*	*
Math	4	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bang	ES 6	White	21	15	71%	74%	3%	11	52%	54%	2%	7	33%	36%	3%
Math	4	Bang	ES 6	Two or More	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bang	ES 6	Eco. Dis.	91	50	55%	58%	3%	26	29%	31%	2%	10	11%	14%	3%
Math	4	Bang	ES 6	LEP Current	23	13	57%	60%	3%	7	30%	32%	2%	*	*	*	*
Math	4	Bang	ES 6	At-Risk	76	34	45%	48%	3%	15	20%	23%	3%	5	7%	10%	3%
Math	4	Bang	ES 6	SPED	21	7	33%	36%	3%	*	*	*	*	*	*	*	*
Math	5	Bang	ES 6	All	147	117	80%	83%	3%	71	48%	50%	2%	16	11%	15%	4%
Math	5	Bang	ES 6	Hispanic	82	64	78%	81%	3%	38	46%	49%	3%	7	9%	13%	4%
Math	5	Bang	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bang	ES 6	Asian	10	10	100%	100%	0%	9	90%	92%	2%	5	50%	53%	3%
Math	5	Bang	ES 6	African Am.	33	24	73%	76%	3%	12	36%	39%	3%	*	*	*	*
Math	5	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bang	ES 6	White	16	14	88%	91%	3%	8	50%	53%	3%	*	*	*	*
Math	5	Bang	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bang	ES 6	Eco. Dis.	104	79	76%	80%	4%	42	40%	43%	3%	7	7%	11%	4%
Math	5	Bang	ES 6	LEP Current	38	27	71%	75%	4%	12	32%	35%	3%	*	*	*	*
Math	5	Bang	ES 6	At-Risk	92	68	74%	79%	5%	31	34%	37%	3%	7	8%	12%	4%
Math	5	Bang	ES 6	SPED	19	8	42%	46%	4%	*	*	*	*	*	*	*	*
Science	5	Bang	ES 6	All	149	92	62%	70%	8%	32	21%	25%	4%	11	7%	10%	3%
Science	5	Bang	ES 6	Hispanic	83	52	63%	66%	3%	15	18%	24%	6%	*	*	*	*
Science	5	Bang	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bang	ES 6	Asian	10	7	70%	73%	3%	*	*	*	*	*	*	*	*
Science	5	Bang	ES 6	African Am.	35	19	54%	58%	4%	5	14%	18%	4%	*	*	*	*
Science	5	Bang	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bang	ES 6	White	15	10	67%	70%	3%	5	33%	35%	2%	*	*	*	*
Science	5	Bang	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bang	ES 6	Eco. Dis.	106	58	55%	58%	3%	14	13%	18%	5%	*	*	*	*
Science	5	Bang	ES 6	LEP Current	38	17	45%	48%	3%	*	*	*	*	*	*	*	*
Science	5	Bang	ES 6	At-Risk	92	47	51%	55%	4%	12	13%	15%	2%	*	*	*	*
Science	5	Bang	ES 6	SPED	19	6	32%	35%	3%	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in -lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

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

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

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.