Cypress-Fairbanks Independent School District

Andre' Elementary School

2022-2023

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science

Mission Statement

The mission of the Andre' Leopards is to achieve excellence and success. We believe in collaboration, compassion, and opportunity.

Vision

Andre' will invest in every student, everyday, **empowering** them to **achieve** at high levels through relevant **learning** experiences that inspire students' **dreams.**

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: Andre' Staff, including the CPOC team, met on May 20, 2022. During this meeting, data was reviewed, including preliminary data, including the Title I budget for the 2022-2023 school year.

During the campus PD week, the team met on August 16, 2022, with the whole staff, including CPOC. During this meeting, data was reviewed, including STAAR and trends. Conversations lead to root causes and problem statements. Members of the CPOC team met again on September 14, 2022, to review problem statements and root causes while reviewing strategies to revise in the CIP. On September 28, 2022, the campus staff CPOC team, including families, met to review data, CIP goals and strategies, and the Title I budget.

The comprehensive needs assessment was reviewed and/or revised on the following dates: August 16, 2022, September 14, 2022, September 28, 2022

In summary, the comprehensive needs assessment denotes the following: The committee found that teachers need to have a deeper understanding of grade-level learning objectives in order to have purposeful and data-driven planning sessions that include planning for the use of small-group planning content-specific academic vocabulary, explicit word, and phonics instruction—at the same time, focusing on individual student needs and hands-on learning experiences that have real-life connections.

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 20, August 16, 2022, September 14, 2022, and September 28, 2022at Andre' Elementary Library to develop the CNA and the strategies and review the TITLE I I budget. 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 meeting, the CPOC team discusses relevant and available data that was utilized to conduct a needs assessment and determine the root cause. From their this information was used to develop goals and strategies. Information gain was used to aid in the creating a preliminary Title I budget, staff, parent involvement and resources needed based on areas of need.

Based on feedback from the committee, the campus has the following priorities for the current school year: Purposeful and data-driven planning sessions that include planning for the use of small-group planning content-specific academic vocabulary, explicit word, and phonics instruction—at the same time, focusing on individual student needs and hands-on learning experiences that have real-life connections.

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

Math

- third grade SPED *actual %* surpassed the *target %* at the MEETS level, also surpassing the cluster average
- fourth grade SPED *actual %* surpassed the *target %* at the MEETS level
- fourth grade Hispanic, LEP Current, and Eco. Dis groups' *actual %* surpassed their targets at the MASTERS level and met or surpassed the District average
- fifth grade AA *actual %* surpassed the District average at the APPROACHES level
- fifth grade LEP Current *actual %* surpassed the *target %*, the cluster average, and the District average at the MEETS level

Reading

- third grade AA *actual %* surpassed the *target %*, the cluster average, and the District average at the APPROACHES level
- third grade AA and White groups' *actual %* surpassed the *target %*, the cluster average, and the District average at the MEETS level
- third grade SPED *actual %* surpassed the *target %*, the cluster average, and the District average at the MASTERS level
- third grade AA *actual %* surpassed the cluster and District average at the MASTERS level
- fourth grade SPED *actual %* surpassed the *target %* at the APPROACHES level
- fourth grade AA and Hispanic groups' *actual %* surpassed the District average at the APPROACHES level
- fifth grade H, LEP Current, and Eco. Dis. groups' *actual %* surpassed the *target %* at the APPROACHES and MEETS levels, also surpassing the District average
- fifth grade All, Hispanic, LEP Current, AA, W, Eco. Dis. groups' *actual %* surpassed the *target %*, at the MASTERS level, also surpassing the District average

Science

- fifth grade Hispanic and LEP Current groups' *actual %* surpassed the cluster average and the District average at the APPROACHES level

Writing

- 4th grade AA *actual %* surpassed the cluster average and the District average at the APPROACHES level
- 4th grade SPED *actual %* surpassed the *target %* at the MEETS level

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our overall 2021-2022 STAAR performance results showed our African American and Emergent Bilingual sub populations are not achieving the same growth as the other sub populations from 2021 - 2022 STAAR data. **Root Cause:** RLA: Teachers will benefit from continued professional development geared toward differentiation strategies, as well as use of targeted small groups.

Problem Statement 2: Math: Our overall 2021-2022 STAAR performance results showed our Emergent Bilingual sub population is not achieving the same growth as the other sub populations from 2021-2022 STAAR data in the Approaches, Meets, and Masters performance levels **Root Cause:** Math: Teachers will benefit from continued professional development geared toward differentiation and small group instruction in a blended learning environment.

Problem Statement 3: Science: Our overall 2020-2021 STAAR performance results showed our Hispanic and Emergent Bilingual sub populations did not achieve growth in the Approaches level. **Root Cause:** Science: Teachers will benefit from continued professional development geared toward utilizing academic vocabulary and incorporating hands-on

labs and real world applications

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 Strengths

- Conduct Safety and Security drills school-wide
- According to the 2021 - 2022 Employee Perception Survey:
- 100% of staff believe that quality work is expected of them
- 96% of staff expressed that they are clear about their job responsibilities
- 94% of staff believe quality work is expected of students
- 98 % of staff believe that opportunities exist for me to think for myself.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: We are experiencing an increase in the number of student office referrals. **Root Cause:** School Culture and Climate: Our PBIS systems are not being consistently reinforced by all staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Administration and our Instructional Support team continue to encourage professional growth to help increase Bachelor, Master, and Doctorate degrees, and additional specialized certifications
- New teacher/mentor teacher share sessions
- According to the 2021 - 2022 Employee Perception Survey, 92% agreed that Information related to my job is accessible.
- According to the 2021 - 2022 Employee Perception Survey, 94% of the staff are clear about their job responsibilities

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High absenteeism rates by campus staff impact the quality of instruction in the classroom. **Root Cause:** Teachers/staff need additional recognitions and supports inside the classroom to reduce stress.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Communication with our surrounding communities is a priority--encourage the use of different social media outlets
- Supportive PTO, local businesses and community organizations
- Parent and community volunteers reading to classes
- Watch Dogs, a campus based male role model involvement program working to support education and school safety
- Students and parents also participate in the following school-sponsored activities to enhance the home and school connection:

Curriculum Night

STEM/STEAM Family Night

Veterans' Day Celebration

Grade Level Parent Involvement Events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Low attendance rate for before and afterschool events for grades 3-5. **Root Cause:** The campus needs to provide multiple opportunites and various times for parents to attend events while creating a welcoming enviornment.

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.

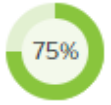
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: RLA: - We will participate in the content area planning sessions, focusing on the implementation and integration of the ELAR TEKS. -Teachers will utilize our Campus Literacy Library to meet the reading levels of all students in their class. -Grade levels will receive modeling of reading lessons and focus on small group instruction. -Teachers will incorporate focus poetry into lesson planning with fidelity. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.- **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Literacy Coaches and Administrators	45%	65%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Writing: 3rd - 5th grade teachers will implement a consistent strategy to respond to constructed response questions across all content areas - reading, math, and science. We will purchase a yearly subscription to Flocabulary and BrainPop in order to support vocabulary instruction. All grade levels will implement handwriting and keyboarding without tears with fidelity. Classrooms will utilize sound walls to improve reading and spelling capabilities across all grade levels. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.- **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Literacy Coaches and Administrators	30%	55%	65%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Math: Vertical alignment will be completed to focus on consistent strategies for teaching multiplication, division, and multi-step problems. Math resources will be purchased to support hands on visual math concepts. Training will be provided on number talks. Grade levels will receive modeling of reading lessons and focus on small group instruction. We will purchase supplies in order to reinforce instruction in the classroom. We will use digital content in the area of mathematics. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist and Administrators			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Science: - Teachers will provide hands on experiments to support the scientific process and the claim/evidence/reason process. The school garden will be updated and lessons will be provided to students that align with district curriculum The school will coordinate with volunteers to provide demos from the Science Resource Center. Digital resources will be utilized by teachers to support the application of science concepts in word problems - quizizz, gizmos, flocabulary. Interactive, student-created word walls will be implemented to allow for application of science vocabulary to real world applications The campus will buy supplies and resources for experiments and the garden. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists and Administrators			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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: - "Closing the Gap time" is from 8:45-9:15 - Teachers will assess BOY data to comprise small groups. - Once in their groups, teachers will address each student's gaps observed in the data. - Groups will rotate based on the grade level. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists and Coaches			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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: Junior Counselor, where they will mentor/coach/support other students with school related issues, Have the opportunity to serve on the Principal's Advisory Team, where they will enhance their leadership skills while working in a small group with our principal.Spelling Bee 3rd-5th. spring choir, and the opportunity to explore leadership jobs within the classroom and campus. Select students participate in Dierker's Champs baseball team competing with other schools. Andre' Achievers, Girls on the Run, Student Council, Andre' Steppers, and the Twirling Team are all outside clubs students may participate in at Andre'. - K Level Scholar Initiative- Where 5th grade students will monitor their academic progress in all content areas, striving for eligibility in K Level classes in middle school, library makerspace activities, students in the gifted and talented program have the opportunity to participate in DaVinci Day, horizons showcase **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Technology Specialist, Librarian, Counselors and Principal	50%	70%	85%

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 8: At-risk, (African American, SPED, EB) 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:** 1. One and half Salaries- The Restorative Coach (Behavior Intervention) will work with teachers and students in order to help those students who are struggling socially or behaviorally. The .5 Instructional curriculum coach will assist all grade levels with quality first time instruction during planning. 2. Two Instructional online programs- Flocabulary and BrainPop provide individualized targeted support. 3. Consumable science materials are used to enhance science lab instruction. 4. Supplies for organization and management of blended learning work stations. 5. Consultant : Garden Lady- providing additional science interventions in meeting or exceeding instructional targets. 6. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and STEAM hands-on activities to model strategies for parents to use at home to support their children. 7. Teacher/Para Extra Duty Pay- (1) After school tutoring and/or Saturday learning opportunities will allow for additional instruction for at-risk students and to help students move from DNM to approaches and approaches to meets/masters. (2) PAFE night para support child care for families to increase parent engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Coaches, Counselors, Temporary Workers and Teachers	50%	70%	85%

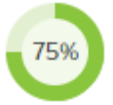
0% No Progress 100% Accomplished Continue/Modify Discontinue

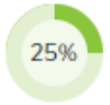
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Summer Enrichment: Welcome back camp: Camp to re-acclimate students to the school setting. They will learn to problem-solve and work collaboratively with peers. Students in attendance will be placed, retained, sped, student that failed STAAR or EOY assessments in reading/math. **Strategy's Expected Result/Impact:** Student attending the 2022-2023 camp will have no more than 1 discipline referral for the 1st 9 weeks of school. **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Before/After School Program: Saturday Camp - Provide intensive reading/math intervention at a camp. **Strategy's Expected Result/Impact:** By the end of the 2022-2023 school year 90% of students will meet the approaches level on their state assessment in reading and math. (3rd-5th) **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Before/After School Program: After school tutoring - Provide small group tutoring to students that did not meet state assessment standards in reading and math (3rd-5th) **Strategy's Expected Result/Impact:** By the end of the 2022-2023 school year 90% of students will meet the approaches standard in reading and math based on STAAR. (3rd-5th) **Staff Responsible for Monitoring:** Principal			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Professional Staffing: Core Content Area Interventionist (math) **Strategy's Expected Result/Impact:** By the end of 2022-2023 school year, students in the target group will make 1 year growth (2nd-5th) in math and 90%+ will pass the DPM (2nd) or reach the approaches level on STAAR (3rd-5th). **Staff Responsible for Monitoring:** Principal			

 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: State Compensatory Education (SCE):Teachers will provide small group instruction for students that did not meet the standards on the BOY benchmark in all curriculum areas. Materials will be provided to teachers to work with these students in the areas of need.	75%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: All Andre' staff will work on developing strong relationships with each other and our community through the implementation of PBIS, project safety, BOTB, restorative circles and Sanford Harmony lessons daily during community time.	80%	100%	100%

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

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be a95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: We will continue to communicate the importance of daily attendance through newsletters, parent conferences and phones calls. We will work with individual families to build a partnership in the best interest of students to understand the importance and increase attendance. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 97%. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, Para-Professionals	75%	75%	80%

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 3: Restorative Discipline: By the end of the current school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: : The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education, and Project Safety. - We have our PBIS Matrix in place to meet the needs of our current population. - Leadership -Effort -Accountability -Disciplined - We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 5%. **Staff Responsible for Monitoring:** Assistant Principals, Restorative Coach, Teachers and PBIS Leadership Team	100%	70%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: In School Suspensions: We are implementing a full time Restorative Coach on campus this year. - She will be responsible for doing daily check-in with those students who are having consistent problems in the classroom. - She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month. - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance. We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers	50%	60%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Out of School Suspensions: We are implementing a full time Restorative Coach on campus this year. - She will be responsible for doing daily check in with those students who are having consistent problems in the classroom. - She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month. - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance. We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students **Strategy's Expected Result/Impact:** Out of school suspensions will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers	50%	50%	50%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Special Opportunity School (SOS) Placements: We are implementing a full time Restorative Coach on campus this year. - She will be responsible for doing daily check in with those students who are having consistent problems in the classroom. - She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month. - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance. We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers	100%	100%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Violence Prevention: We are implementing a full time Restorative Coach on campus this year. - She will be responsible for doing daily check in with those students who are having consistent problems in the classroom. - She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month. - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance. We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students -Counselors will have a counselor corner in the morning to to check-ins with students and provide support to students in need/crisis. **Strategy's Expected Result/Impact:** SELECT ONE: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers	100%	100%	100%

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 5%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: - Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Administrative Team	50%	65%	80%

 No Progress 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, 75% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: -Staff will receive professional development form educational entities such as the ASCD, Region IV, International Center for Leadership in Education, N2 Learning etc. Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser. -Campus based opportunities for professional learning. -Teachers will have the opportunity to observe colleagues and teachers from other campuses. - - The Administrative Team will conduct classroom walks to providing coaching. - **Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers	100%	100%	100%

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: Consistently communicate with parents via Smore monthly, parent communicator, Remind, Instagram, Twitter, Facebook, campus website, marquee and teacher weekly newsletters. We will provide a climate where families are given the opportunity to take an active role in their child's education through family nights **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** All Staff	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Carmen Lozano	Principal
Classroom Teacher	Stephanie Morrison	ECSE Teacher
Classroom Teacher	Jennifer Barrera	Pre-K
Classroom Teacher	Nicole Vargas	Kindergarten
Classroom Teacher	Jacqueline Balderas	1st Grade
Classroom Teacher	Tessie Montgomery	2nd Grade
Classroom Teacher	Andrea Christie	3rd Grade
Classroom Teacher	Katelyn Fennel	4th Grade
Classroom Teacher	Carole Moreno	5th Grade
Non-classroom Professional	Kia Willis	Assistant Principal
Non-classroom Professional	Rose Cerny	Testing Coordinator
Non-classroom Professional	Melissa Taylor	ELAR Instructional Specialist
Non-classroom Professional	Kelly New	Math/Science Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Jennifer Vest	Administrator (LEA) #2
Parent	Rosmary Lameda	Parent #1
Parent	Tanika Lane	parent #2
Community Representative	Stephanie Clark	Community Resident #1
Paraprofessional	Latresha Oliver	Paraprofessional #1
Paraprofessional	Kristel Usin	Paraprofessional #2
Administrator	Je Quila Broussard	Assistant Principal
Behaviorial Specialist	Adeline Flemming	Restorative Coach
Curriculum Coach	Nancy Delgado	Instructional Support Coach
Counselor	Jessica Hooper	Counselour
Counselor	Brian Finnerty	Counselor
Librarian/Media Specialist	Shelli Mangum	Librarian
Classroom Teacher	Cassandra Thomas	PEAMS

Committee Role	Name	Position
Interventionist	Laura Hobson	Math Intervention

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Andre'	All	149	95	64%	70%	71%	55	37%	40%	41%	22	15%	20%	14%
Math	3	Andre'	Hispanic	79	53	67%	70%	64%	31	39%	40%	40%	12	15%	20%	10%
Math	3	Andre'	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Andre'	Asian	12	10	83%	85%	100%	8	67%	70%	*	4	33%	35%	*
Math	3	Andre'	African Am.	40	16	40%	45%	67%	6	15%	20%	35%	2	5%	10%	13%
Math	3	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Andre'	White	14	13	93%	95%	90%	9	64%	65%	67%	3	21%	25%	29%
Math	3	Andre'	Two or More	*	*	*	*	67%	*	*	*	*	*	*	*	*
Math	3	Andre'	Eco. Dis.	91	52	57%	62%	63%	26	29%	30%	34%	10	11%	15%	11%
Math	3	Andre'	Emergent Bilingual	38	21	55%	60%	58%	9	24%	30%	28%	5	13%	15%	*
Math	3	Andre'	At-Risk	88	47	53%	58%	54%	19	22%	25%	25%	8	9%	10%	*
Math	3	Andre'	SPED	11	3	27%	30%	47%	1	9%	10%	*	0	0%	5%	*
Math	4	Andre'	All	148	81	55%	60%	54%	45	30%	35%	33%	15	10%	15%	9%
Math	4	Andre'	Hispanic	58	31	53%	58%	52%	17	29%	30%	31%	4	7%	10%	*
Math	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Andre'	Asian	12	10	83%	85%	92%	8	67%	70%	75%	1	8%	10%	*
Math	4	Andre'	African Am.	51	25	49%	54%	37%	10	20%	25%	13%	3	6%	10%	*
Math	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Andre'	White	18	13	72%	75%	80%	8	44%	45%	67%	6	33%	35%	*
Math	4	Andre'	Two or More	9	2	22%	27%	*	2	22%	25%	*	1	11%	15%	*
Math	4	Andre'	Eco. Dis.	92	42	46%	51%	44%	21	23%	25%	23%	8	9%	10%	*
Math	4	Andre'	Emergent Bilingual	31	7	23%	28%	35%	3	10%	15%	14%	1	3%	5%	*
Math	4	Andre'	At-Risk	87	39	45%	50%	35%	17	20%	25%	21%	3	3%	5%	5%
Math	4	Andre'	SPED	20	4	20%	25%	*	2	10%	15%	*	1	5%	10%	*
Math	5	Andre'	All	141	104	74%	80%	69%	67	48%	55%	35%	37	26%	30%	11%
Math	5	Andre'	Hispanic	53	39	74%	79%	63%	32	60%	65%	32%	18	34%	35%	*
Math	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Andre'	Asian	15	15	100%	100%	88%	11	73%	75%	65%	8	53%	55%	*
Math	5	Andre'	African Am.	47	33	70%	75%	63%	12	26%	30%	28%	5	11%	15%	9%
Math	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Andre'	White	21	13	62%	65%	94%	9	43%	45%	44%	4	19%	20%	*
Math	5	Andre'	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Andre'	Eco. Dis.	81	55	68%	75%	59%	31	38%	40%	32%	15	19%	20%	10%
Math	5	Andre'	Emergent Bilingual	24	15	63%	68%	50%	12	50%	55%	19%	4	17%	20%	*
Math	5	Andre'	At-Risk	101	69	68%	73%	59%	39	39%	40%	23%	16	16%	20%	5%
Math	5	Andre'	SPED	9	2	22%	27%	47%	0	0%	5%	*	0	0%	5%	*
Reading	3	Andre'	All	149	113	76%	80%	75%	77	52%	55%	45%	44	30%	35%	20%
Reading	3	Andre'	Hispanic	79	62	78%	83%	68%	42	53%	55%	35%	22	28%	30%	16%
Reading	3	Andre'	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Andre'	Asian	12	12	100%	100%	86%	10	83%	85%	*	5	42%	45%	*
Reading	3	Andre'	African Am.	40	25	63%	68%	70%	14	35%	40%	46%	10	25%	30%	18%
Reading	3	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Andre'	White	14	10	71%	75%	95%	8	57%	60%	71%	6	43%	45%	33%
Reading	3	Andre'	Two or More	*	*	*	*	89%	*	*	*	*	*	*	*	*
Reading	3	Andre'	Eco. Dis.	91	64	70%	75%	66%	38	42%	45%	36%	17	19%	20%	16%
Reading	3	Andre'	Emergent Bilingual	38	28	74%	78%	60%	16	42%	45%	23%	5	13%	15%	*
Reading	3	Andre'	At-Risk	88	56	64%	70%	52%	34	39%	40%	20%	13	15%	20%	*
Reading	3	Andre'	SPED	11	3	27%	32%	*	1	9%	10%	*	0	0%	5%	*
Reading	4	Andre'	All	148	102	69%	75%	75%	75	51%	55%	40%	37	25%	30%	13%
Reading	4	Andre'	Hispanic	58	41	71%	76%	78%	28	48%	50%	38%	12	21%	25%	12%
Reading	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Andre'	Asian	12	10	83%	88%	100%	8	67%	70%	75%	4	33%	35%	*
Reading	4	Andre'	African Am.	51	31	61%	66%	59%	24	47%	50%	24%	10	20%	25%	*
Reading	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Andre'	White	18	15	83%	87%	75%	12	67%	70%	56%	9	50%	55%	*
Reading	4	Andre'	Two or More	9	5	56%	63%	83%	3	33%	35%	*	2	22%	25%	*
Reading	4	Andre'	Eco. Dis.	92	57	62%	67%	73%	40	43%	45%	31%	19	21%	25%	*
Reading	4	Andre'	Emergent Bilingual	31	15	48%	55%	73%	5	16%	20%	22%	1	3%	5%	*
Reading	4	Andre'	At-Risk	87	51	59%	65%	66%	32	37%	40%	26%	15	17%	20%	*
Reading	4	Andre'	SPED	20	9	45%	50%	50%	2	10%	15%	*	1	5%	10%	*
Reading	5	Andre'	All	141	125	89%	95%	82%	95	67%	70%	54%	61	43%	45%	32%
Reading	5	Andre'	Hispanic	53	48	91%	95%	73%	36	68%	70%	47%	25	47%	50%	22%
Reading	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Andre'	Asian	15	14	93%	95%	88%	11	73%	75%	76%	10	67%	70%	59%
Reading	5	Andre'	African Am.	47	40	85%	90%	84%	29	62%	65%	51%	12	26%	30%	35%
Reading	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Andre'	White	21	18	86%	90%	94%	16	76%	80%	67%	12	57%	60%	39%
Reading	5	Andre'	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	5	Andre'	Eco. Dis.	81	69	85%	90%	76%	52	64%	65%	44%	29	36%	40%	25%
Reading	5	Andre'	Emergent Bilingual	24	18	75%	80%	58%	10	42%	45%	31%	4	17%	20%	*
Reading	5	Andre'	At-Risk	101	89	88%	90%	76%	62	61%	65%	44%	35	35%	40%	22%
Reading	5	Andre'	SPED	9	3	33%	35%	42%	1	11%	15%	*	0	0%	5%	*
Science	5	Andre'	All	141	114	81%	85%	64%	72	51%	55%	38%	38	27%	30%	14%
Science	5	Andre'	Hispanic	53	40	75%	80%	57%	31	58%	60%	33%	18	34%	35%	15%
Science	5	Andre'	Am. Indian	*	*	*		*	*	*	*	*	*	*	*	*
Science	5	Andre'	Asian	15	15	100%	100%	88%	12	80%	85%	41%	5	33%	35%	*
Science	5	Andre'	African Am.	47	37	79%	85%	61%	14	30%	35%	31%	5	11%	15%	*
Science	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Science	5	Andre'	White	21	18	86%	90%	78%	11	52%	55%	67%	7	33%	35%	33%
Science	5	Andre'	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Andre'	Eco. Dis.	81	61	75%	80%	55%	35	43%	45%	30%	12	15%	20%	12%
Science	5	Andre'	Emergent Bilingual	24	15	63%	65%	37%	9	38%	40%	17%	4	17%	20%	*
Science	5	Andre'	At-Risk	101	78	77%	80%	54%	39	39%	40%	26%	18	18%	20%	10%
Science	5	Andre'	SPED	9	2	22%	25%	42%	0	0%	5%	*	0	0%	5%	*

Early Childhood Literacy Board Outcome Goal

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

		ANDRE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	46%	44%	48%	54%	50%	53%	56%
		Total Number Meets or Higher		49		75			
		Total Number Tested		111		140			
		Points away from or above target		-2		+6			
		Difference from Prior Year				+10			
		Growth from Prior Year				23%			
	African American	Target and Actual Rate	42%	52%	44%	35%	46%	49%	52%
		Total Number Meets or Higher		15		12			
		Total Number Tested		29		34			
		Points away from or above target		+10		-9			
		Difference from Prior Year				-17			
		Growth from Prior Year				-33%			
	Hispanic	Target and Actual Rate	48%	33%	50%	55%	52%	55%	58%
		Total Number Meets or Higher		17		41			
		Total Number Tested		52		75			
		Points away from or above target		-15		+5			
		Difference from Prior Year				+22			
		Growth from Prior Year				67%			
	Eco. Disadv.	Target and Actual Rate	36%	34%	38%	43%	40%	43%	46%
		Total Number Meets or Higher		19		36			
		Total Number Tested		56		84			
		Points away from or above target		-2		+5			
		Difference from Prior Year				+9			
		Growth from Prior Year				26%			
	EL (Current & Monitored)	Target and Actual Rate	42%	24%	44%	54%	46%	49%	52%
		Total Number Meets or Higher		11		26			
		Total Number Tested		45		48			
		Points away from or above target		-18		+10			
		Difference from Prior Year				+30			
		Growth from Prior Year				125%			
	Cont. Enrolled	Target and Actual Rate	47%	45%	49%	56%	51%	54%	57%
		Total Number Meets or Higher		42		68			
		Total Number Tested		94		121			
		Points away from or above target		-2		+7			
		Difference from Prior Year				+11			
		Growth from Prior Year				24%			

Early Childhood Math Board Outcome Goal

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

		ANDRE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	42%	25%	44%	39%	46%	49%	52%
		Total Number Meets or Higher		28		54			
		Total Number Tested		112		140			
		Points away from or above target		-17		-5			
		Difference from Prior Year				+14			
		Growth from Prior Year				56%			
	African American	Target and Actual Rate	35%	24%	37%	15%	39%	42%	45%
		Total Number Meets or Higher		7		5			
		Total Number Tested		29		34			
		Points away from or above target		-11		-22			
		Difference from Prior Year				-9			
		Growth from Prior Year				-38%			
	Hispanic	Target and Actual Rate	38%	19%	40%	40%	42%	45%	48%
		Total Number Meets or Higher		10		30			
		Total Number Tested		52		75			
		Points away from or above target		-19		+1			
		Difference from Prior Year				+21			
		Growth from Prior Year				111%			
	Eco. Disadv.	Target and Actual Rate	29%	21%	31%	30%	33%	36%	39%
		Total Number Meets or Higher		12		25			
		Total Number Tested		56		84			
		Points away from or above target		-8		-1			
		Difference from Prior Year				+9			
		Growth from Prior Year				43%			
	EL (Current & Monitored)	Target and Actual Rate	38%	17%	40%	33%	42%	45%	48%
		Total Number Meets or Higher		8		16			
		Total Number Tested		46		48			
		Points away from or above target		-21		-7			
		Difference from Prior Year				+16			
		Growth from Prior Year				94%			
	Cont. Enrolled	Target and Actual Rate	42%	25%	44%	41%	46%	49%	52%
		Total Number Meets or Higher		24		50			
		Total Number Tested		95		121			
		Points away from or above target		-17		-3			
		Difference from Prior Year				+16			
		Growth from Prior Year				64%			

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.

Updated July 2020 / HB

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 C*ontinuum 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 (2^{nd}-5^{th})
        - 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 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 2^{nd}-5^{th} 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.