Cypress-Fairbanks Independent School District

Lieder Elementary School

2022-2023

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

Lieder Leopards are Better Together!

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: April 2022 we conducted a CPOC staff retreat where we presented some findings and needs we as the admin noticed and solicited feedback from the staff. We then did a root cause analysis in August 2022 to determine the biggest challenge we as a campus face. We listed the difficulties we see and then considered our locus of control and narrowed down to focus on the things we CAN control.

The comprehensive needs assessment was reviewed and/or revised on the following dates: April 27th, 2022 we conducted our end of year CPOC meeting to discuss our thoughts and garner feedback from the staff. August 16th, 2022 we met as a Vertical team again to conduct our root cause analysis to complete our comprehensive needs assessment.

In summary, the comprehensive needs assessment denotes the following: a need to provide timely, targeted instruction in small groups based on data findings that address the fundamental skills the students need to succeed.

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 April 27th, 2022 and August 16th, 2022 to develop the CNA and the strategies. Those meetings were held in the Lieder Elementary Library starting at 5:30 pm and 8:30 am, respectively. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: reviewed data from MOY and EOY assessments and identified issues, 'problem' statements that we felt reflected the cause of the data. We then engaged in discussion about those problems we saw that we felt we could have influence over and those we could not. After crossing out those we could not impact necessarily, such as parental attitude towards education, we engaged in further discussion regarding what we could do more of during the school day to impact student growth. We determined that facilitating small groups after reflecting on data and seeing where the needs were was the most impactful method to influence student achievement. Furthermore, we discussed incorporating more phonemic awareness and phonics skills in small group instruction to improve those skills.

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

1) Engage in professional development and coaching of our teachers on effective best practices to impactful small group instruction that is targeted to the students' needs.

2) Conduct tutoring and Saturday Camps that will address the needs of the students who are identified as close to moving to the next performance bracket.

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

Strengths in Math:

- Our third grade approaches scores were higher than our cluster in the African American group.
- Our 3rd grade masters scores were higher than our cluster in the white group.
- Our 4th grade approaches scores were higher than the district and cluster average in the African American and SpEd groups and higher than our cluster in the white group.
- Our 4th grade meets scores were higher than the cluster in the white, LEP and SpEd group.
- Our 4th grade masters scores were higher than both the district and our cluster in the LEP group.
- Our 5th grade meets scores were higher than our cluster in the African American group.
- Our 5th grade masters scores were higher than both the district and our cluster in the LEP group and higher than the cluster in the African American and economically disadvantaged group.

Strengths in Reading:

- Our 3rd grade approaches scores were higher than both the district and the cluster in the African American group and higher than the cluster in the all category as well as the economically disadvantaged and LEP group.
- Our 3rd grade meets scores were higher than our cluster in the all category as well as the economically disadvantaged and LEP groups and higher than both the district and our cluster in the African American group.
- Our 3rd grade masters scores were higher than our cluster in the all category as well as the white, economically disadvantaged and LEP groups as well as higher than both the district and our cluster in the African American group.
- Our 4th grade reading approaches scores were higher than our cluster in the all category as well as the LEP and SpEd groups and higher than both our cluster and the district in the white category.
- Our 4th grade meets scores were higher than our cluster in the white group as well as higher than both the district and our cluster in the African American, LEP and SpEd groups.
- Our 4th grade masters scores were higher than our cluster in the all category as well as the African American and white group as well as higher than both the district and our cluster in the LEP and SpEd groups.
- Our 5th grade approaches scores were higher than our cluster in the African American and economically disadvantaged groups.
- Our 5th grade meets scores were higher than our cluster in the all category as well as the Hispanic and African American group and higher than both the district and our cluster in the economically disadvantaged and LEP groups.
- Our 5th grade masters scores were higher than our cluster in the all category as well as the African American, economically disadvantaged and LEP groups as well as higher than both the district and our cluster in the Hispanic group.

Strengths in Writing:

- Our 4th grade approaches scores were higher than both the district and the cluster in the African American and SpEd groups as well as higher than the cluster in the white group.
- Our 4th grade meets scores were higher than the cluster in the African American and white group as well as higher than both the district and our cluster in the SpEd group.
- Our 4th grade masters scores were higher than the cluster in the white group.

Strengths in Science:

- Our 5th grade approaches scores were higher than our cluster in the all category as well as the Hispanic, economically disadvantaged, LEP and SpEd groups.

- Our 5th grade meets scores were higher than the our cluster in the all and economically disadvantaged groups as well as higher than both the district and our cluster in the Hispanic, African American and LEP groups.
- Our 5th grade masters scores were higher than both our cluster and the district in the African American and LEP groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students in K-5 are not meeting independent reading level expectations for their grade level.   **Root Cause:** RLA: Teachers and instructional staff need to plan collaboratively specifically for differentiation in reading instruction to meet specific student needs.

Problem Statement 2: Math: Students do not have the number sense and pre-requisite skills needed to master current grade-level standards in 2nd through 5th-grade math.   **Root Cause:**
Math: Teachers and instructional staff need to strategically review math data in vertical teams in such a way that drives instruction leading to an increase of proficiency in pre-requisite skills.

Problem Statement 3: Science: Students lack academic and non-academic vocabulary knowledge, which leads to low reading comprehension in science.   **Root Cause:** Science: Teachers and instructional staff need to implicitly teach and reinforce vocabulary skills through the use of interactive word walls.

Problem Statement 4: Students are beginning the 2022-23 school year with significant learning gaps due to the loss of face to face instruction from March 2019-May 2021.   **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

In the 2020-2021 school year, we had 0 exclusionary disciplinary actions such as suspensions or expulsions. 100% of our teachers used PBIS restorative discipline practices.

In the 2020-2021 school year, all required drills were completed within required timelines. The campus had an Emergency Operations Committee that gave feedback to the campus regarding ways to improve campus safety protocols and procedures.

In the 2020-2021 school year we implemented the 7 Habits of Highly Effective People schoolwide, leading to a greater amount of resilience, grit and leadership among students and staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Due to the COVID-19 Pandemic, we were not able to provide face to face opportunities for parents and community members to engage with student achievements and success as we have in the past.   **Root Cause:** School Culture and Climate: We need to provide more opportunities for our families to connect to school goals and staff so that we can break the cultural and linguistic barriers that make it difficult for our entire school community to engage in academic achievement goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Lieder provided professional development opportunities on campus and after school throughout the school year that focused on content support as well as personal capacity for navigating change and building resilience and leadership.

Staff celebrations and appreciation activities occurred at twice a month throughout the school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment and Retention: Staff have a high level of expectations and demands placed on them from a federal, state, district, and personal level after the loss of instruction due to virtual learning and the COVID-19 pandemic. **Root Cause:** Staff Quality, Recruitment and Retention: We need to do all we can to help teachers and paraprofessionals manage their stress levels while at school.

Parent and Community Engagement

Parent and Community Engagement Strengths

Each of our family nights had over 75% of families participating in the event.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our families are encountering new challenges engaging with school staff and their student's learning virtually. **Root Cause:** Parent and Community Engagement: We need to provide opportunities for our families to learn needed technology skills to engage their kids or with their teachers.

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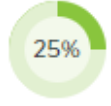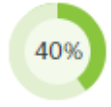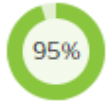
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: We continue to work for our students to meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: We will create intervention groups by reading/writing level that will meet during our intervention time to raise reading/writing levels by at least one year's growth.
    Strategy's Expected Result/Impact: Reading /Writing levels will grow one year.
    Meet or exceed STAAR performance targets.
    Staff Responsible for Monitoring: Principal, Assistant Principal, ISs, Librarian & Teachers
	Formative		

	Nov	Feb	May
	25%	100%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Share data vertically to drive instruction so that our kids can be proficient in prerequisite skills.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, assistant principals, and coaching team.
	Formative		

	Nov	Feb	May
	40%	80%	95%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Increase vocabulary and exploration strategies for students to deepen their understanding of content.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, assistant principals, and coaching team.
	Formative		

	Nov	Feb	May
	25%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	25%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted intervention of identified groups of students who demonstrate a need for either Reading or Math intervention.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists.	40%	75%	95%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Leader in Me character education program, Student Council, after school clubs, football & baseball teams, & opportunities to participate in the Superintendent Fun Run.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, Lighthouse Team	40%	75%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Classroom Libraries - Classroom libraries will hold books organized in such a way that students are able to access appropriate level text. 2. Instructional Supplies - Instructional supplies will supplement for school supplies that were not able to be provided from the family due to the hardships caused by COVID-19. 3. Extra Duty Pay - We will pay staff to help with translating phone calls during off contract time to assist parents with difficulties with technology, CFISD surveys, and virtual instruction 4. Extra Duty Pay for Professional Development - Teachers and paraprofessionals will be eligible to receive extra duty pay for attending professional development for Launching Leadership training. 5 - Consultants for Professional Development - Teachers will engage in targeted professional development that will assist in helping them create effective, targeted small group lessons. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Campus Secretary	25%	75%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: Action Based Learning full staff training and supplies for teaching students social skill lessons through Action Based Learning Lab.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: At the end of the 2022-2023 school year, Lieder's office referrals will decrease by 5% from the 2021-2022 school year, allowing more time in class for quality first instruction with students. **Staff Responsible for Monitoring:** Principal	N/A	100%	100%
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 through extended day activities such as after school tutoring, supplies, staff development, and Saturday camps.

> **Evaluation Data Sources:** STAAR and Locally Developed Assessments
>
> **Summative Evaluation:** Met Objective
>
> **Next Year's Recommendation:** We will continue to use the ESSER II funds to address our student learning loss with various beneficial student-centered activities such as tutoring and staff development.

Strategy 1 Details	Formative Reviews		
Strategy 1: Saturday Camps, Before/After School Program: Tutoring	**Formative**		
Strategy's Expected Result/Impact: Our 3rd, 4th & 5th grade students will grow in reading and math from the benchmark to STAAR by at least 10 percentage points. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	40%	60%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher (second grade)	**Formative**		
Strategy's Expected Result/Impact: Our second grade students will grow at least one year's reading levels by the end of the year. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Mental Health Supports: Implement the Leader in Me.	**Formative**		
Strategy's Expected Result/Impact: 100% of our students will know the 7 highly effective practices and core paradigms by the end of the year. Living these skills will decrease our office referrals by 5%. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Action Based Learning full staff training and supplies for teaching students social skill lessons through Action Based Learning Lab.	Formative		
Strategy's Expected Result/Impact: At the end of the 2022-2023 school year, Lieder's office referrals will decrease by 5% from the 2021-2022 school year, allowing more time in class for quality first instruction with students. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	N/A	30%	80%

Strategy 5 Details	Formative Reviews		
Strategy 5: RLA: We will create intervention groups by reading/writing level that will meet during our intervention time to raise reading/ writing levels by at least one year's growth.	Formative		
Strategy's Expected Result/Impact: Reading /Writing levels will grow one year. Meet or exceed STAAR performance targets. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ISs, Librarian & Teachers	Nov	Feb	May
	N/A	60%	95%

Strategy 6 Details	Formative Reviews		
Strategy 6: Math: Share data vertically to drive instruction so that our kids can be proficient in prerequisite skills.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team.	Nov	Feb	May
	N/A	50%	90%

Strategy 7 Details	Formative Reviews		
Strategy 7: Science: Increase vocabulary and exploration strategies for students to deepen their understanding of content.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team.	Nov	Feb	May
	N/A	50%	95%

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue using our SCE funds to reduce the performance disparity on STAAR between at-risk students and other school district students.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: 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	20%	50%	95%
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 2022-2023 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: We will continue to strive for 100% of the district's safety policies to be implemented.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will preteach and reteach drill expectations using daily morning meetings.	**Formative**		
Strategy's Expected Result/Impact: Students will be prepared for drill expectations.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Behavior Interventionist, Teachers	50%	100%	100%

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:** Assistant Principal	60%	75%	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 2022-2023 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue our attendance incentives to increase our student attendance!

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: A daily attendance game and attendance awards will be awarded to students each 9 weeks and students will be recognized through PBIS incentives.
     Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.
     Staff Responsible for Monitoring: Teachers, Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	50%	75%	95%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			
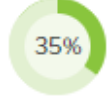
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-2023 school year, discipline referrals will decrease by 2% and exclusionary discipline actions will remain at 0.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: We will continue implementing proactive measures and pre/reteaching social skills to reduce our behavior referrals.

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab, flexible furniture/seating arangements and with PBIS strategies and celebrations.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%.
    Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals
	Formative		

	Nov	**Feb**	**May**
	35%	50%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: We will provide mentors to any SPED African American students to help build positive relationships that will help coach these students to greater success.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will remain at 0.
    Staff Responsible for Monitoring: SPED Teacher, Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	25%	70%	90%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: We will implement PBIS practices and celebrations, schoolwide Leader in Me implementation, Action Based Learning lab, daily social skill lessons, and restorative practices in order to teach social skills that allow students to remain in class.
    Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.
    Staff Responsible for Monitoring: Assistant Principal, Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	30%	70%	90%

| Strategy 4 Details	Formative Reviews		

Strategy 4: Special Opportunity School (SOS) Placements: We will implement consistent PBIS practices and celebrations, daily social skill lessons, and restorative practices in order to teach skills that allow students to remain in class.
    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 Principal, Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	40%	70%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom as well as providing guidance lessons monthly with the counselors in each classroom. **Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0%. **Staff Responsible for Monitoring:** Counselors, Teachers	Formative		
	Nov	**Feb**	**May**
	10%	70%	95%
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 2022-2023 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to encourage and support good staff attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Principal Secretary	30%	50%	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-2023 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will provide on campus content specific trainings to continue to build the instructional capacity of our teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: All staff will be trained in Action Based Learning strategies in addition to Stephen Covey's 7 Habits, Four Disciplines of Execution and Leader in Me schools.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students. **Staff Responsible for Monitoring:** Leader in Me Lighthouse Leadership Team	30%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: High Quality Professional Development : Interventionists will train paraprofessionals four times a year in specific reading and math strategies to utilize in small groups with working with students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Paraprofessionals will implement strategies to Increase in students' reading and math scores. **Staff Responsible for Monitoring:** Principal, APs, ISs	25%	75%	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 2022-2023 school year, parent and family engagement will increase by 5% through, family events, Watch Dog Dads, community day and parent-teacher conferences.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with all parent communication and add a parent academy with monthly collaborative sessions to continue to grow in parent and community involvement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will offer multiple avenues for parent and community involvement through events at least twice a semester on campus, provide a monthly campus newsletter and video, as well as publish a weekly grade-level newsletter. Send student books home for families to read together.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Lieder's parent and family involvement will increase by 5% based on attendance at family events such as Donuts with Grown Ups, Book Fair Family Night, Track or Treat, Winter Wonderland, reading together and Community Days. **Staff Responsible for Monitoring:** Instructional Specialists, Librarian, Behavior Interventionist, Leader in me Lighthouse Team Members	50%	75%	100%

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

2022-2023 CPOC

Committee Role	Name	Position
Principal	Dinah McMichael	Principal
Classroom Teacher	Natalie Nanez	Teacher - 1st Grade
Classroom Teacher	Lissa Longshore	Teacher - 2nd Grade
Classroom Teacher	Darby Mueller	Teacher - 4th Grade
Classroom Teacher	Giovanna Hernandez	Teacher - 5th Grade
Classroom Teacher	David Martinez	Teacher - Kindergarten
Classroom Teacher	Laura Williams	Teacher - NAC - New Arrivals to Country
Classroom Teacher	Pamela Robbins	Interventionist
Classroom Teacher	Cara Williams	Teacher - Pre-Kindergarten
Classroom Teacher	Amanda Alaniz	Teacher - 3rd Grade
Classroom Teacher	Yarah Gonzalez-Hidalgo	Teacher - Kindergarten
Non-classroom Professional	Amanda Cargill	Other School Leader - Testing Coordinator
Non-classroom Professional	Debi Schnitzer	Other School Leader - SIT/SPED Support
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Stefanie Yates	Administrator (LEA) #2
Parent	Tera Shelton	Parent #1
Parent	Julie Davila	parent #2
Business Representative	Jessica Lopez	Business Representative - HEB
Community Representative	Gracie Obryant	Business Representative - Pool of Life Community Church
Paraprofessional	Kathryn Gutierrez	Paraprofessional - Campus Secretary
Paraprofessional	Stephanie Hawkins-Vaughn	Paraprofessional - Light House Team Member
Administrator	Donna Lamm	School Leader - DMC Coordinator
Instructional Specialist	Jesus Esparza	School Leader - Math & Science
Instructional Specialist	Miriam Udo	School Leader - ELAR
Librarian	Paula Baiamonte	School Leader - Librarian
Counselor	Raven Corpus	School Leader - Counselor
Administrator	Sandra Burns	School Leader - Assistant Principal

Committee Role	Name	Position
Administrator	Marykate Moore	School Leader - Assistant Principal

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		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
				#	#	%			#	%			#	%		
Math	3	Lieder	All	111	63	57%	62%	68%	26	23%	28%	39%	14	13%	18%	9%
Math	3	Lieder	Hispanic	92	50	54%	59%	69%	18	20%	25%	40%	8	9%	14%	11%
Math	3	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lieder	Asian	*	*	*	*	80%	*	*	*	*	*	*	*	*
Math	3	Lieder	African Am.	9	5	56%	61%	40%	2	22%	27%	*	1	11%	16%	*
Math	3	Lieder	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lieder	White	5	3	60%	65%	100%	2	40%	45%	100%	2	40%	45%	*
Math	3	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lieder	Eco. Dis.	96	53	55%	60%	69%	23	24%	29%	37%	11	11%	16%	7%
Math	3	Lieder	Emergent Bilingual	42	19	45%	50%	66%	5	12%	17%	34%	3	7%	12%	*
Math	3	Lieder	At-Risk	92	47	51%	56%	64%	18	20%	25%	36%	8	9%	14%	*
Math	3	Lieder	SPED	5	1	20%	25%	41%	0	0%	10%	*	0	0%	5%	*
Math	4	Lieder	All	127	69	54%		56%	44	35%	40%	37%	18	14%	19%	17%
Math	4	Lieder	Hispanic	91	41	45%	50%	53%	26	29%	34%	36%	11	12%	17%	14%
Math	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	Asian	9	9	100%	100%	71%	9	100%	100%	71%	5	56%	61%	*
Math	4	Lieder	African Am.	17	10	59%	64%	62%	6	35%	40%	*	1	6%	11%	*
Math	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	White	9	8	89%	92%	*	2	22%	27%	*	1	11%	16%	*
Math	4	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	Eco. Dis.	110	55	50%	55%	51%	35	32%	37%	33%	11	10%	15%	15%
Math	4	Lieder	Emergent Bilingual	63	26	41%	46%	43%	15	24%	29%	21%	4	6%	11%	*
Math	4	Lieder	At-Risk	107	56	52%	57%	46%	35	33%	38%	28%	15	14%	19%	14%
Math	4	Lieder	SPED	15	0	0%	25%	*	0	0%	10%	*	0	0%	5%	*
Math	5	Lieder	All	136	84	62%	67%	63%	41	30%	35%	29%	14	10%	15%	6%
Math	5	Lieder	Hispanic	98	59	60%	65%	55%	28	29%	34%	22%	9	9%	14%	5%
Math	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	Asian	10	10	100%	100%	100%	7	70%	75%	80%	4	40%	45%	*
Math	5	Lieder	African Am.	17	8	47%	52%	70%	3	18%	23%	40%	1	6%	11%	*
Math	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	White	7	5	71%	76%	88%	3	43%	48%	*	0	0%	5%	*
Math	5	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	Eco. Dis.	113	66	58%	63%	60%	31	27%	32%	30%	10	9%	14%	6%
Math	5	Lieder	Emergent Bilingual	52	28	54%	59%	51%	13	25%	30%	20%	7	13%	18%	*
Math	5	Lieder	At-Risk	123	74	60%	65%	55%	37	30%	35%	24%	14	11%	16%	5%
Math	5	Lieder	SPED	13	3	23%	28%	*	2	15%	20%	*	1	8%	13%	*
Reading	3	Lieder	All	111	85	77%		70%	48	43%	48%	37%	27	24%	29%	13%
Reading	3	Lieder	Hispanic	92	68	74%	79%	66%	40	43%	48%	37%	20	22%	27%	12%
Reading	3	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	Asian	*	*	*	*	89%	*	*	*	56%	*	*	*	*
Reading	3	Lieder	African Am.	9	8	89%	92%	67%	2	22%	27%	*	2	22%	27%	*
Reading	3	Lieder	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 #	%	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
Reading	3	Lieder	White	5	4	80%	85%	100%	2	40%	45%	*	2	40%	45%	*
Reading	3	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	Eco. Dis.	96	71	74%	79%	68%	41	43%	48%	34%	20	21%	26%	10%
Reading	3	Lieder	Emergent Bilingual	42	27	64%	69%	64%	14	33%	38%	28%	5	12%	17%	*
Reading	3	Lieder	At-Risk	92	68	74%	79%	61%	33	36%	41%	28%	17	18%	23%	9%
Reading	3	Lieder	SPED	5	4	80%	85%	35%	1	20%	25%	*	0	0%	5%	*
Reading	4	Lieder	All	126	89	71%		70%	62	49%	54%	33%	25	20%	25%	15%
Reading	4	Lieder	Hispanic	91	61	67%	72%	70%	41	45%	50%	33%	13	14%	19%	12%
Reading	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	Asian	9	9	100%	100%	71%	7	78%	83%	*	4	44%	49%	*
Reading	4	Lieder	African Am.	17	10	59%	64%	62%	8	47%	52%	*	5	29%	34%	*
Reading	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	White	8	8	100%	100%	*	5	63%	68%	*	2	25%	30%	*
Reading	4	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	Eco. Dis.	109	74	68%	73%	69%	50	46%	51%	30%	20	18%	23%	14%
Reading	4	Lieder	Emergent Bilingual	63	38	60%	65%	53%	24	38%	43%	11%	9	14%	19%	*
Reading	4	Lieder	At-Risk	106	72	68%	73%	64%	48	45%	50%	23%	20	19%	24%	12%
Reading	4	Lieder	SPED	15	5	33%	38%	63%	1	7%	12%	*	0	0%	5%	*
Reading	5	Lieder	All	136	96	71%		69%	62	46%	51%	47%	28	21%	26%	18%
Reading	5	Lieder	Hispanic	98	68	69%	74%	67%	41	42%	47%	43%	18	18%	23%	16%
Reading	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	Asian	10	9	90%	93%	90%	7	70%	75%	90%	4	40%	45%	*
Reading	5	Lieder	African Am.	17	10	59%	64%	65%	7	41%	46%	45%	3	18%	23%	*
Reading	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	White	7	7	100%	100%	75%	5	71%	76%	*	3	43%	48%	*
Reading	5	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	Eco. Dis.	113	78	69%	74%	68%	49	43%	48%	46%	20	18%	23%	18%
Reading	5	Lieder	Emergent Bilingual	52	33	63%	68%	61%	19	37%	42%	37%	8	15%	20%	7%
Reading	5	Lieder	At-Risk	123	85	69%	74%	65%	54	44%	49%	42%	23	19%	24%	15%
Reading	5	Lieder	SPED	13	4	31%	36%	33%	2	15%	20%	*	2	15%	20%	*
Science	5	Lieder	All	136	81	60%	65%	53%	42	31%	36%	24%	19	14%	19%	4%
Science	5	Lieder	Hispanic	98	56	57%	62%	47%	27	28%	33%	16%	12	12%	17%	*
Science	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	Asian	10	9	90%	93%	80%	5	50%	55%	60%	4	40%	45%	*
Science	5	Lieder	African Am.	17	7	41%	46%	60%	3	18%	23%	35%	0	0%	5%	*
Science	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	White	7	7	100%	100%	75%	5	71%	76%	*	2	29%	34%	*
Science	5	Lieder	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	Eco. Dis.	113	63	56%	61%	53%	27	24%	29%	21%	9	8%	13%	*
Science	5	Lieder	Emergent Bilingual	52	27	52%	57%	39%	13	25%	30%	9%	6	12%	17%	*
Science	5	Lieder	At-Risk	123	72	59%	64%	50%	35	28%	33%	17%	16	13%	18%	*
Science	5	Lieder	SPED	13	2	15%	25%	*	2	15%	20%	*	1	8%	13%	*

Early Childhood Literacy Board Outcome Goal

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

		LIEDER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**	Target and Actual Rate	35%	33%	37%	45%	39%	42%	45%
		Total Number Meets or Higher		37		45			
		Total Number Tested		112		101			
		Points away from or above target		-2		+8			
		Difference from Prior Year				+12			
		Growth from Prior Year				36%			
	Hispanic	Target and Actual Rate	30%	27%	32%	45%	34%	37%	40%
		Total Number Meets or Higher		22		38			
		Total Number Tested		81		84			
		Points away from or above target		-3		+13			
		Difference from Prior Year				+18			
		Growth from Prior Year				67%			
	Eco. Disadv.	Target and Actual Rate	27%	32%	29%	45%	31%	34%	37%
		Total Number Meets or Higher		29		40			
		Total Number Tested		90		88			
		Points away from or above target		+5		+16			
		Difference from Prior Year				+13			
		Growth from Prior Year				41%			
	EL (Current & Monitored)	Target and Actual Rate	31%	30%	33%	44%	35%	38%	41%
		Total Number Meets or Higher		22		25			
		Total Number Tested		74		57			
		Points away from or above target		-1		+11			
		Difference from Prior Year				+14			
		Growth from Prior Year				47%			
	Cont. Enrolled	Target and Actual Rate	39%	35%	41%	45%	43%	46%	49%
		Total Number Meets or Higher		33		38			
		Total Number Tested		95		84			
		Points away from or above target		-4		+4			
		Difference from Prior Year				+10			
		Growth from Prior Year				29%			

Early Childhood Math Board Outcome Goal

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

	LIEDER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math — **All**	Target and Actual Rate	33%	16%	35%	25%	37%	40%	43%
	Total Number Meets or Higher		18		25			
	Total Number Tested		113		101			
	Points away from or above target		-17		-10			
	Difference from Prior Year				+9			
	Growth from Prior Year				56%			
Hispanic	Target and Actual Rate	25%	12%	27%	21%	29%	32%	35%
	Total Number Meets or Higher		10		18			
	Total Number Tested		82		84			
	Points away from or above target		-13		-6			
	Difference from Prior Year				+9			
	Growth from Prior Year				75%			
Eco. Disadv.	Target and Actual Rate	27%	13%	29%	25%	31%	34%	37%
	Total Number Meets or Higher		12		22			
	Total Number Tested		91		88			
	Points away from or above target		-14		-4			
	Difference from Prior Year				+12			
	Growth from Prior Year				92%			
EL (Current & Monitored)	Target and Actual Rate	30%	15%	32%	23%	34%	37%	40%
	Total Number Meets or Higher		11		13			
	Total Number Tested		75		57			
	Points away from or above target		-15		-9			
	Difference from Prior Year				+8			
	Growth from Prior Year				53%			
Cont. Enrolled	Target and Actual Rate	31%	17%	33%	26%	35%	38%	41%
	Total Number Meets or Higher		16		22			
	Total Number Tested		96		84			
	Points away from or above target		-14		-7			
	Difference from Prior Year				+9			
	Growth from Prior Year				53%			

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Elementary Content Area
Standard Expectations

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

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge 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 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.