Cypress-Fairbanks Independent School District

Postma Elementary School

2022-2023

Mission Statement

The staff and community of Postma Elementary will maximize every student's potential through rigorous and relevant learning experiences, preparing students to be 21st Century global leaders.

Vision

Nourishing our Roots

to always remain

Green and Growing!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Math Strengths in 2021-2022 (5th Grade)

- Approaches grade level expectations: Above district average for all sub-populations
- Meets grade level expectations: Above district average for the all sub-populations
- Masters grade level expectations: Above district average for the All subpopulations except special education

Reading Strengths 2021-2022 (5th Grade)

- Approaches grade level expectations: Above district average for all sub-populations, except the emergent bilingual subpopulation
- Meets grade level expectations: Above district average for all sub-populations, except emergent bilingual
- Masters grade level expectations: Above district average for all sub-populations

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Math Strengths in 2021-2022 (4th Grade):

- Approaches grade level expectations: Above district average in all subpopulations
- Meets grade level expectations: Above district average in all subpopulations
- Masters grade level expectation: Above district average in all subpopulations

Reading Strengths 2021-2022 (4th Grade):

- Approaches grade level expectations: Above district average for all sub-populations
- Meets grade level expectations: Above district average for the all sub-populations, except special education
- Masters grade level expectations: Above district average for all sub-populations, except special education

Math Strengths in 2021-2022 (3rd Grade):

- Approaches grade level expectations: Above district average in all subpopulations
- Masters grade level expectations: Above district average in all subpopulations

Reading Strengths in 2021-2022 (3rd Grade):

- Approaches grade level expectations: Above district average in all subpopulations
- Masters grade level expectations: Above district average in all subpopulations, except white and special education

5 Distinction Designations earned in the following areas for performance on math, reading, and science STAAR:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps

Recipient of the CFISD Superintendent's Silver Award for Academic Achievement in the African American and Economically Disadvantaged student groups

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3rd and 4th Grade Math: The Hispanic and special education subpopulations under performed other subpopulations. **Root Cause:** Math: Lack of consistent focus and visual support for content and common vocabulary development.

Problem Statement 2: 5th Grade Math: AA subpopulation performed below other subpopulations in mathematics **Root Cause:** 5th Grade Math: Lack of consistent number talks in all 5th grade math classrooms to deepen number sense.

Problem Statement 3: 5th Grade Science: The Hispanic subpopulation scored below other campus subpopulations. **Root Cause:** Science: Lack of focus on visual support for content vocabulary.

Problem Statement 4: 3rd, 4th, and 5th grade Reading: AA, Hispanic and special education subpopulations were the lowest scoring subpopulation. **Root Cause:** Insufficient planning for mastery of content vocabulary and connections to student schema.

Problem Statement 5: Students are beginning the 2022-2023 school year with learning gaps. **Root Cause:** The onset of COVIC-19 in the spring of 2020 and the implications of modified instruction methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

In the area of attendance, the following strengths were noted for 2021-2022:

- Campus Average Daily attendance for 2021-2022: 95.3% - Above District Average for attendance for 2021-2022.

In the area of student discipline, the following strengths were noted for 2021-2022

- Discipline infractions continue to be below the district average

PBIS/School Culture:

- 100% of classrooms participated in the Puma Cash/PBIS Initiative
- Students earned "Brag Tags" labeled with the 8 Keys of Excellence for completing PRIDE Grids by earning Puma Cash
- Weekly PBIS lessons were shared to facilitate class meetings to address behavior and student social/emotional development
- Students consistently increased enthusiasm for participation in the Postma college initiative to set goals for academics and increase awareness of the value of growth mindset through "Growth Parties" and "Showtimes".
- Teacher Puma Cash, campus pot lucks, snacks, meals and other teacher incentives were used to acknowledge effort in supporting campus initiatives and uplift staff morale
- PBIS Events were held for the students including raffles and PBIS Parties, including Party with the Principal, Spring Raffles, and PBIS Incentive Parties
- Active support and partnership with the Postma PTO
- Increase in parent participation in volunteer opportunities
- Active presence on social media
- The CFISD Mental Health team trained teachers and supported the implementation of Restorative Circles in classrooms
- Continued Quantum Learning training to support school culture and climate
- Virtual Events to maintain community involvement in the pandemic, including Virtual Veterans and Virtual Holiday programs
- Implementation of Game On campus wide
- Continued campus traditions including Field Day, Boosterthon, and PBIS celebrations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Attendance in the 2021-2022 dropped by 2.20% from 2020-2021. **Root Cause:** School Culture and Climate: The staff needs to consistently communicate the need for consistent attendance at school and the connection between student attendance and student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The Postma Employee Perception Survey was taken with 79 staff members participated in the survey. The following strengths were reported:

- Opportunities to think for myself: 92%
- Opportunities for professional growth are available: 96%
- Work I'm asked to do directly relates to my job responsibilities: 96%
- Information is available to help me do my job: 95%
- Opportunities available to provide input: 89%
- Procedures in place to keep me safe at work: 98%
- Quality work is expected of me: 100%
- Collaboration is encouraged and practiced: 96%
- Opportunities exist to express my concerns with campus administrators: 91%
- Various forms of feedback are given to me to help me improve my performance: 87%
- Information related to my job is accessible: 92%
- Staff recognition is built into school culture: 93%
- Clear about job responsibilities: 98%
- Quality work expected of students: 100%
- Decisions are data driven: 97%

The following will be implemented to in 2022-2023 to support teacher retention:

- On-going staff development to build teacher capacity that includes Elizabeth Martin, MathLink Training, and phonics training with Shonda Guthrie.
- Bi-Weekly Team Meetings with Game On teams to support teaching staff in a small group setting
- Staff celebrations and incentives provided by PTO, Heritage Presbyterian Church, and the administrative team (ie meals, incentives and social events such as Gratitude Bingo, Staff Potlucks, Teacher Puma Cash with a teacher choice incentive menu, snacks, Hospitality Committee parties, free campus staff shirt, $120 grant provided by Postma PTO, games campus socials, weekly shout-outs by the admin team, perfect attendance celebrations held each 9-weeks, Teacher of the Year breakfast, staff treats and candy at planning
- Regularly held reflection meetings and staff polls that allow teachers to voice concerns in an open forum with the principal
- Google Form polls to receive consistent feedback on major decisions that will effect the staff directly on a day to day basis in order to provide an equal voice for all stakeholders
- A reading/math interventionist pushes in to math/reading classrooms and supports teachers with classroom rotations and instruction when needed
- Payment for tutoring in grades 3, 4, and 5 with ESSER III funds
- A reading/math interventionists will support students in AI tutoring and rotation schedules to ensure expectations of HB4545 are met
- Reading Specialist will support primary teachers in reading rotations to target deficits of at-risk readers in Kinder, 1st, and 2nd grades
- Staff members are allowed to participate in the interview/recruiting process
- Teachers will be given leadership opportunities to lead by being a member of the PBIS Leadership Team, CPOC, and teaching workshops on best

practices for classroom management, technology, PBIS Leadership Team, and teaching workshops on best practices for classroom management, technology, goal setting, PBIS, and by being submitted to participate in district leadership committees

- Mentors are assigned to new teachers to the campus and are provided regular meeting opportunities to share ideas
- Team building opportunities are provided through bulletin board and other team competitions with prizes awarded
- Staff Recognition is done at each faculty meeting by allowing teachers to share campus celebrations
- Staff lunches provided
- Various events to provide opportunities for staff to socialize and be a part of building the campus cultures, such as Pink Dessert Day, 12 Days of Christmas, Gratitude Bingo, and Halloween and Super Bowl Pot Luck
- Regular celebrations for attendance (Woot-Woot Cart, Coupon Books)
- Provide teachers with electronic resources for Curriculum Night & Meet the Teacher by administrative team
- Quality staff development
- Committees that are designed to get feedback and utilize the strengths of our campus staff to support the community and the students of Postma
- Ongoing Professional Development through weekly team and family meetings
- Decrease in the amount of documentation for special education work samples and a decrease in the number of grades taken each 9 weeks
- Campus Behavior Interventionist to support PBIS and provide assistance to staff with student behavior
- Consistent PBIS Incentives provided for students in order to support teachers with campus wide incentives for postiive student behavior

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Student Attendance: Attendance of Postma dropped 2.20% in 2021-2022.   **Root Cause:** Student Attendance: Inconsistent focus on the correlation between student attendance and achievement with the Postma community.

Problem Statement 2: Student tardies average approximately 60 per day.   **Root Cause:** Inconsistent communication on the correlation between being tardy to school and student achievement with Postma families.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement. (For example, summarize the campus strengths in regard to parent survey data, records of parent attendance at meetings/trainings/student events and/or other related 2022-2023 data.)

- Increase in face-to-face parent events and participation at school events such as Field Day and Western Day
- Increase in community participation for PTO campus fundraisers for example: Boosterthon, Fall Fundraiser, Texas Roadhouse Roll Sales, and School Spirit Nights
- Increase in community service projects for student council like food drives and Cancer Care Donations
- Increase in social media followers
- Increase in participation in Meet the Teacher and Curriculum Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: A percentage of families report that they would like more opportunities to volunteer at school. **Root Cause:** Parent and Community Engagement: Due to COVID-19, parents were not included in many campus events.

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: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Elizabeth Martin writing training in grades 2-5 to vertically align ELAR Strategies	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	50%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will implement number talks a minimum of two times per week implementing training from MathLink in Kindergarten through 5th grade.	**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, Assistant Principals, and Instructional Specialists.	50%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Implement Lead4ward Strategies and develop science vocabulary utilizing interactive word walls and science experiments across grade levels 2-5.	**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, Assistant Principals, and Instructional Specialists	20%	50%	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		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Data obtained from monthly checkpoints will be analyzed and small groups will be implemented on a monthly rotation schedule based on that checkpoint data.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Nov	Feb	May
	50%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
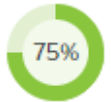
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Science, Reading, and Math Academic Camps	Formative		
Strategy's Expected Result/Impact: 80% of students attending camp tutorials will pass the science, math and/or reading STAAR test.	Nov	Feb	May
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists	25%	35%	100%

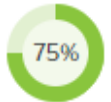| Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: After school tutoring in science, math and RLA in 3rd, 4th, and 5th grades by certified teachers.	Formative		
Strategy's Expected Result/Impact: 90% of students attending before/after school tutoring will pass the science, math and/or reading STAAR Test.	Nov	Feb	May
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists	25%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist (reading and math)	Formative		
Strategy's Expected Result/Impact: 80% of students working with the Core Content Interventionist will pass the Reading and/or Math STAAR Test.	Nov	Feb	May
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists	50%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Phonics Consultant - Shonda Guthrie (July 29, 2022 & August 16, 2022)- Strengthening Teachers to Strengthen Readers - Phonics and Phonemic Awareness Training - ELAR Teachers in PK-2nd Grade will attend phonics training in order to support understanding in the application of the Haggerty Phonics System and the Science of Teaching Reading. Teachers will create a scope and sequence for phonics instruction, lesson plans, and receive coaching on phonics instruction while working with students. **Strategy's Expected Result/Impact:** 90% of students in PK-2nd Grade will show growth in mClass data from the BOY benchmark mClass evaluation to EOY benchmark mClass evaluation. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	50%	80%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Professional Staff with be introduced to the book study "Powerful Teaching: Unleash the Science of Learning" and non-professional staff will be introduced to the book "The Energy Bus" in order to improve relationships and teaching strategies with students in grades PK-5. **Strategy's Expected Result/Impact:** 90% of students will be on level for EOY IRL, HFW, or letters/sounds by the end of the 2022-2023 school year **Staff Responsible for Monitoring:** Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	N/A	N/A	30%

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Postma ELAR teachers will participate in Elizabeth Martin Writing Training to help support teachers in the writing process as we enter STAAR 2.0 for grades 2nd-5th. **Strategy's Expected Result/Impact:** 80% of students will show improvement in their RLA STAAR, benchmarks, checkpoints and DPMs **Staff Responsible for Monitoring:** Principal Instructional Specialists Assistant Principal	Formative		
	Nov	Feb	May
	50%	100%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Professional Development: Math Teachers will participate in math training with Math Link Consulting with Garland Linkelarger. This training will address planning, diagnosis of assessment data and instructional practices. **Strategy's Expected Result/Impact:** 80% of students will show improvement in math on STAAR, benchmarks, checkpoints and DPMs **Staff Responsible for Monitoring:** Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	50%	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 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

Next Year's Recommendation: Continue

Strategy 1 Details		Formative Reviews		
Strategy 1: State Compensatory Education: The campus will hire a temporary worker to provide math tutoring during the school day for students in grades 3rd, 4th, and 5th grades and purchase instructional materials for students in special education and primary math.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of students will show improvement on their DPMs, Benchmarks, and 2023 STAAR Test. **Staff Responsible for Monitoring:** Principal, APs, and Instructional Specialists		15%	90%	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 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: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus will use PBIS lessons to explicitly teach student behavior expectations, safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something." In addition, the counseling team will conduct classroom guidance lessons to focus on supporting the social and emotional health of our students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Postma students will understand behavior expectations and how to safely proceed during safety drills. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionist	65%	80%	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.	50%	80%	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 2022-23 school year, student attendance will be at 95% or higher

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students will participate in a school-wide competition called "Game On" and compete for daily attendance that will be announced every week during announcements.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Registrar, Administrative Secretary	50%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Student Attendance: Teachers will contact parents of students that are absent 3 or more consecutive days in their classroom.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student attendance will remain or exceed 96%.	50%	60%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			
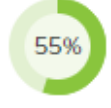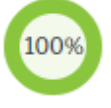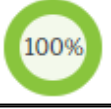
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Promote social/emotional health of our students by training staff and implementing restorative circles and or PBIS class meetings with all classes on a weekly basis. Teachers will meet monthly will assistant principals and their "Game On" teams to review the purpose of Restorative Discipline and review/discuss effective classroom management strategies with teachers.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Behavior Interventionist	55%	65%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Individualized classroom contracts with built in breaks and check-ins with discipline support staff will be used to support students with repeated discipline issues.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: In School Suspensions will be reduced by 1%. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Hugs Buddies - Campus or Community members will meet once a month with a Hugs Buddy to support students that have specific behavioral challenges and/or needs support with social/emotional issues.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Campus in and out of school suspensions will be reduced by 1%. **Staff Responsible for Monitoring:** Counselors	50%	75%	100%

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Implement a PBIS reward system utilizing Puma Cash to reinforce students that make healthy choices and follow the 8 Keys of Excellence during the school day. Teachers will provide a time each week for students to "cash in" and purchase campus incentives or other classroom rewards with their earned Puma Cash. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, and Behavior Interventionist	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: All teachers and administrative staff will be trained in Sanford-Harmony and/or Restorative Circles and have semester refresher trainings by campus counselors, CFISD Student Services team and/or Assistant Principals to develop skills to support students in developing a deeper understanding of social/emotional relationships and tolerance of cultural differences. **Strategy's Expected Result/Impact:** SELECT ONE: Violent Incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will participate in a book study of "Life Space Crisis Intervention: Talking with Students in Conflict" for a Campus Time Equivalency Day and discuss/share strategies to support students in crisis in monthly "Game On" team meetings. **Strategy's Expected Result/Impact:** Violence Incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	**Formative**		
	Nov	**Feb**	**May**
	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 2022-23 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance.	Formative		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Campus Secretary	**Nov**	**Feb**	**May**
	25%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing monthly celebrations for staff, such as PTO recognition gifts/lunches/treats, weekly notes from administrative staff, Teacher Puma Cash, Admin provided lunches/treats/celebrations, and campus/district allowable incentives.	Formative		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1% for non-COVID related absences. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Instructional Specialists	**Nov**	**Feb**	**May**
	50%	75%	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 2022-23 school year, 100% of teachers and paraprofessionals will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
1. Walk-throughs
2. Lesson Plans
3. Elizabeth Martin Training: Grade level writing collaboration for student writing DPMs and benchmarks for 2nd-5th grades.
4. Review of Professional Development on the Fundamental 5 through plannings and Family Meetings.
5. Advertise District Quantum Learning Training for teachers and paraprofessionals: Decreased office referrals campus wide & increased engagement in classroom instruction documented through behavior data and/or classroom power walks by the curriculum team.
6. Sanford Harmony Training/Restorative Circles and Class Meetings: Implementation of strategies across all grade levels a minimum of 1 time per week.
7. Math teachers: MathLinkTraining for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans.
8. Phonics Instruction: Phonics training by Shonda Guthrie in grades PK-2 and how to implement Haggerty Phonics Instruction during planning with all RLA teachers. Teachers will implement daily phonics instruction documented in walk-throughs and lesson plans.
9. Game On Training: Increase in participation in classroom, and individual goal setting, in grades 2-5.
10. Training for Effective Use of IMNs and ISNs in grades 3-5 for Math/Science. Teachers: Administrative review of student IMNs and ISNs every 9-weeks.
11. Lead4ward training for Instructional Specialist Team: Help teachers implement Lead4ward strategies in the classroom to support student understanding and retention of content.
12. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: High Quality Professional Development: Life Space Crisis Intervention: Talking with Students in Conflict Book Study for all staff not participating in the Science of Teaching Reading.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase understanding of Restorative Discipline and how to work with students that are in crisis. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Instructional Specialists	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 2022-23 school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Increased likes to social media accounts
Increase volunteer support on campus documented through PTO and Puma Pack Dads
Participation in Campus Wide Events such as Painting with the Principal, Daughter Date Night, Games with Guys, Postma Holiday Programs, and Western Day.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Postma will involve parents and the Postma Community by holding family events such as Daughter Date Night, Games with Guys, Veteran's Day Program, Field Day, Curriculum Nights, Western Day, Holiday Programs, and inviting them to volunteer for a wide variety of events, including grade level field trips, library support, Spirit Shop Support, and Classroom Library logging support. We will consistently maintain a social media presence and a and bi-monthly newsletter.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administrative staff and teachers	50%	80%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Terry Bell	Principal
Classroom Teacher	Kara Parker	Teacher #1
Classroom Teacher	Louise Fuentes	Teacher #2
Classroom Teacher	Kimberly Strong	Teacher #3
Classroom Teacher	Jessica Brocato	Teacher #4
Classroom Teacher	Theresa Lynn	Teacher #5
Classroom Teacher	Deedee Vaughan	Teacher #6
Classroom Teacher	Elisa Rodriguez	Teacher #7
Classroom Teacher	Tara Cupples	Teacher #8
Non-classroom Professional	Laurie Russell	Other School Leader #1
Non-classroom Professional	add name	Other School Leader #2
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	add name	Administrator (LEA) #1
Parent	Jennifer Moya	Parent #1
Parent	Jennifer Matuska	parent #2
Community Representative	Jodi Smith	Community Resident #1
Community Representative	Joan & Pete Postma	Community Resident #2
Business Representative	Mark Plunkett	Business Representative #1
Business Representative	Marvin Morris	Business Representative #2
Classroom Teacher	Lauren Russell	Classroom Teacher
Classroom Teacher	Kathleen Sedelmeier	Teacher

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	Postma	All	156	129	83%	85%	89%	86	55%	60%	59%	40	26%	30%	30%
Math	3	Postma	Hispanic	42	31	74%	78%	78%	18	43%	47%	40%	7	17%	20%	13%
Math	3	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Postma	Asian	35	32	91%	95%	100%	24	69%	73%	79%	11	31%	33%	52%
Math	3	Postma	African Am.	51	41	80%	85%	86%	22	43%	46%	49%	11	22%	24%	24%
Math	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Postma	White	22	21	95%	97%	95%	18	82%	86%	76%	10	45%	47%	36%
Math	3	Postma	Two or More	6	4	67%	70%	100%	4	67%	70%	75%	1	17%	19%	*
Math	3	Postma	Eco. Dis.	68	53	78%	80%	83%	35	51%	55%	41%	15	22%	24%	14%
Math	3	Postma	Emergent Bilingual	38	30	79%	82%	93%	19	50%	55%	54%	7	18%	20%	21%
Math	3	Postma	At-Risk	88	68	77%	80%	89%	44	50%	55%	53%	17	19%	21%	22%
Math	3	Postma	SPED	12	7	58%	60%	69%	3	25%	28%	38%	1	8%	10%	*
Math	4	Postma	All	174	141	81%	83%	84%	103	59%	60%	62%	54	31%	32%	28%
Math	4	Postma	Hispanic	47	36	77%	85%	80%	25	53%	60%	53%	12	26%	28%	20%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	34	28	82%	85%	95%	24	71%	75%	80%	18	53%	55%	53%
Math	4	Postma	African Am.	54	42	78%	85%	75%	24	44%	50%	51%	14	26%	30%	14%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	White	31	28	90%	91%	95%	25	81%	85%	77%	9	29%	30%	36%
Math	4	Postma	Two or More	7	6	86%	87%	*	5	71%	75%	*	1	14%	20%	*
Math	4	Postma	Eco. Dis.	82	58	71%	75%	83%	42	51%	55%	58%	25	30%	31%	24%
Math	4	Postma	Emergent Bilingual	34	23	68%	70%	82%	18	53%	60%	55%	8	24%	30%	29%
Math	4	Postma	At-Risk	99	71	72%	75%	75%	48	48%	50%	50%	24	24%	30%	22%
Math	4	Postma	SPED	14	7	50%	55%	53%	6	43%	50%	33%	3	21%	23%	*
Math	5	Postma	All	162	149	92%	93%	89%	102	63%	65%	62%	64	40%	41%	27%
Math	5	Postma	Hispanic	54	50	93%	94%	85%	27	50%	55%	58%	14	26%	30%	27%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	24	23	96%	97%	91%	22	92%	93%	77%	20	83%	84%	34%
Math	5	Postma	African Am.	47	40	85%	86%	86%	22	47%	48%	55%	11	23%	30%	20%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	30	97%	98%	100%	26	84%	85%	66%	14	45%	46%	31%
Math	5	Postma	Two or More	5	5	100%	100%	88%	4	80%	82%	75%	4	80%	81%	*
Math	5	Postma	Eco. Dis.	72	62	86%	87%	84%	40	56%	58%	57%	22	31%	32%	20%
Math	5	Postma	Emergent Bilingual	20	16	80%	82%	86%	8	40%	43%	61%	3	15%	18%	14%
Math	5	Postma	At-Risk	100	92	92%	93%	78%	50	50%	52%	47%	24	24%	25%	20%
Math	5	Postma	SPED	14	9	64%	65%	74%	1	7%	8%	42%	1	7%	8%	*
Reading	3	Postma	All	156	141	90%	92%	91%	108	69%	71%	67%	72	46%	47%	31%
Reading	3	Postma	Hispanic	42	39	93%	95%	80%	28	67%	70%	47%	18	43%	47%	20%
Reading	3	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Postma	Asian	35	34	97%	98%	100%	30	86%	88%	83%	20	57%	58%	34%
Reading	3	Postma	African Am.	51	42	82%	90%	92%	27	53%	6900%	65%	19	37%	38%	31%
Reading	3	Postma	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
Reading	3	Postma	White	22	21	95%	97%	98%	19	86%	87%	76%	11	50%	51%	43%
Reading	3	Postma	Two or More	6	5	83%	90%	88%	4	67%	68%	88%	4	67%	68%	*
Reading	3	Postma	Eco. Dis.	68	63	93%	95%	86%	48	71%	72%	48%	30	44%	45%	14%
Reading	3	Postma	Emergent Bilingual	38	33	87%	90%	82%	27	71%	72%	50%	17	45%	46%	*
Reading	3	Postma	At-Risk	88	74	84%	90%	83%	51	58%	59%	54%	33	38%	39%	18%
Reading	3	Postma	SPED	12	8	67%	7000%	62%	3	25%	26%	46%	1	8%	10%	*
Reading	4	Postma	All	173	153	88%	90%	88%	125	72%	75%	59%	75	43%	44%	31%
Reading	4	Postma	Hispanic	47	39	83%	90%	82%	32	68%	70%	58%	17	36%	37%	22%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	34	30	88%	90%	98%	26	76%	80%	78%	15	44%	45%	48%
Reading	4	Postma	African Am.	54	48	89%	90%	83%	40	74%	75%	48%	29	54%	55%	23%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	White	30	28	93%	95%	100%	23	77%	80%	59%	14	47%	48%	36%
Reading	4	Postma	Two or More	7	7	100%	100%	*	4	57%	60%	*	0	0%	30%	*
Reading	4	Postma	Eco. Dis.	82	69	84%	85%	88%	53	65%	66%	60%	31	38%	39%	23%
Reading	4	Postma	Emergent Bilingual	34	27	79%	82%	82%	18	53%	60%	53%	9	26%	30%	26%
Reading	4	Postma	At-Risk	99	82	83%	85%	80%	60	61%	63%	49%	32	32%	33%	21%
Reading	4	Postma	SPED	14	10	71%	75%	53%	5	36%	37%	33%	1	7%	10%	*
Reading	5	Postma	All	162	147	91%	92%	91%	117	72%	75%	71%	91	56%	57%	44%
Reading	5	Postma	Hispanic	54	48	89%	90%	87%	33	61%	70%	67%	23	43%	44%	38%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	24	23	96%	97%	89%	22	92%	93%	77%	17	71%	72%	43%
Reading	5	Postma	African Am.	47	40	85%	87%	91%	30	64%	65%	67%	22	47%	48%	44%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	30	97%	98%	97%	27	87%	88%	75%	24	77%	78%	59%
Reading	5	Postma	Two or More	5	5	100%	100%	100%	4	80%	81%	75%	4	80%	81%	*
Reading	5	Postma	Eco. Dis.	72	62	86%	88%	86%	47	65%	66%	65%	34	47%	48%	36%
Reading	5	Postma	Emergent Bilingual	20	13	65%	67%	78%	6	30%	31%	61%	5	25%	26%	28%
Reading	5	Postma	At-Risk	100	89	89%	90%	80%	62	62%	63%	49%	46	46%	47%	24%
Reading	5	Postma	SPED	14	8	57%	60%	74%	4	29%	30%	42%	3	21%	22%	*
Science	5	Postma	All	162	135	83%	90%	79%	91	56%	57%	52%	53	33%	34%	24%
Science	5	Postma	Hispanic	54	40	74%	76%	73%	22	41%	43%	48%	10	19%	2000%	23%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	24	23	96%	97%	86%	20	83%	84%	60%	13	54%	55%	29%
Science	5	Postma	African Am.	47	36	77%	80%	77%	18	38%	40%	47%	9	19%	20%	14%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	30	97%	98%	88%	26	84%	85%	59%	17	55%	56%	38%
Science	5	Postma	Two or More	5	5	100%	100%	75%	5	100%	100%	63%	4	80%	81%	*
Science	5	Postma	Eco. Dis.	72	58	81%	83%	73%	33	46%	48%	48%	14	19%	20%	23%
Science	5	Postma	Emergent Bilingual	20	11	55%	60%	72%	5	25%	30%	44%	3	15%	20%	19%
Science	5	Postma	At-Risk	100	79	79%	80%	60%	42	42%	45%	38%	25	25%	26%	20%
Science	5	Postma	SPED	14	6	43%	50%	58%	2	14%	20%	32%	1	7%	10%	*

Early Childhood Literacy Board Outcome Goal

		POSTMA	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**	Target and Actual Rate	58%	58%	60%	71%	62%	65%	68%
		Total Number Meets or Higher		84		105			
		Total Number Tested		146		148			
		Points away from or above target		0		+11			
		Difference from Prior Year				+13			
		Growth from Prior Year				22%			
	African American	Target and Actual Rate	50%	56%	52%	56%	54%	57%	60%
		Total Number Meets or Higher		22		27			
		Total Number Tested		39		48			
		Points away from or above target		+6		+4			
		Difference from Prior Year				0			
		Growth from Prior Year				0%			
	Hispanic	Target and Actual Rate	47%	45%	49%	64%	51%	54%	57%
		Total Number Meets or Higher		20		25			
		Total Number Tested		44		39			
		Points away from or above target		-2		+15			
		Difference from Prior Year				+19			
		Growth from Prior Year				42%			
	Asian	Target and Actual Rate	83%	68%	85%	88%	87%	90%	93%
		Total Number Meets or Higher		23		30			
		Total Number Tested		34		34			
		Points away from or above target		-15		+3			
		Difference from Prior Year				+20			
		Growth from Prior Year				29%			
	Eco. Disadv.	Target and Actual Rate	51%	53%	53%	74%	55%	58%	61%
		Total Number Meets or Higher		32		46			
		Total Number Tested		60		62			
		Points away from or above target		+2		+21			
		Difference from Prior Year				+21			
		Growth from Prior Year				40%			
	EL (Current & Monitored)	Target and Actual Rate	58%	55%	60%	74%	62%	65%	68%
		Total Number Meets or Higher		28		31			
		Total Number Tested		51		42			
		Points away from or above target		-2		+15			
		Difference from Prior Year				+19			
		Growth from Prior Year				35%			
	Cont. Enrolled	Target and Actual Rate	59%	57%	61%	73%	63%	66%	69%
		Total Number Meets or Higher		73		90			
		Total Number Tested		127		124			
		Points away from or above target		-2		+12			
		Difference from Prior Year				+16			
		Growth from Prior Year				28%			

Early Childhood Math Board Outcome Goal

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

POSTMA		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	53%	36%	55%	57%	57%	60%	63%
	Total Number Meets or Higher		53		85			
	Total Number Tested		146		148			
	Points away from or above target		-17		+2			
	Difference from Prior Year				+21			
	Growth from Prior Year				58%			
African American	Target and Actual Rate	30%	33%	32%	46%	34%	37%	40%
	Total Number Meets or Higher		13		22			
	Total Number Tested		39		48			
	Points away from or above target		+3		+14			
	Difference from Prior Year				+13			
	Growth from Prior Year				39%			
Hispanic	Target and Actual Rate	51%	25%	53%	41%	55%	58%	61%
	Total Number Meets or Higher		11		16			
	Total Number Tested		44		39			
	Points away from or above target		-26		-12			
	Difference from Prior Year				+16			
	Growth from Prior Year				64%			
Asian	Target and Actual Rate	83%	47%	85%	71%	87%	90%	93%
	Total Number Meets or Higher		16		24			
	Total Number Tested		34		34			
	Points away from or above target		-36		-14			
	Difference from Prior Year				+24			
	Growth from Prior Year				51%			
Eco. Disadv.	Target and Actual Rate	46%	28%	48%	56%	50%	53%	56%
	Total Number Meets or Higher		17		35			
	Total Number Tested		60		62			
	Points away from or above target		-18		+8			
	Difference from Prior Year				+28			
	Growth from Prior Year				100%			
EL (Current & Monitored)	Target and Actual Rate	60%	43%	62%	55%	64%	67%	70%
	Total Number Meets or Higher		22		23			
	Total Number Tested		51		42			
	Points away from or above target		-17		-7			
	Difference from Prior Year				+12			
	Growth from Prior Year				28%			
Cont. Enrolled	Target and Actual Rate	56%	35%	58%	57%	60%	63%	66%
	Total Number Meets or Higher		45		71			
	Total Number Tested		127		124			
	Points away from or above target		-21		-1			
	Difference from Prior Year				+22			
	Growth from Prior Year				63%			

Math

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 *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.