

Cypress-Fairbanks Independent School District

McFee Elementary School

2022-2023

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Public Presentation Date: September 26, 2022

Mission Statement

We will maximize every student's potential through rigorous and relevant learning experiences, preparing them to be 21st - century global leaders.

Vision

LEAD

LEARN. EMPOWER. ACHIEVE. DREAM.

Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

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: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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 **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. 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: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all

students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

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

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

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

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

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

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

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

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

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

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

Student Achievement

Student Achievement Strengths

Reading:

3rd 119/161

4th 112/146

5th 116/156

347/463 = 75%

4th grade Reading increased from 67% to 77%.

5th grade Reading increased from 56% to 74%.

Math:

3rd 133/161

4th 80/147

5th 113/156

Overall: 326/464 = 70%

Overall Math for the 2021-2022 school year was 59%

3rd Grade Math has 83%

5th grade Math increased from 41% to 73%.

Science:

107/156 = 69%

Overall Science for the 2021-2022 school year was 57%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Economically disadvantaged students are below target at the Meets level (50%). 3rd - 47% 4th - 45% 5th - 52% Students scored at or almost at the approaches target, so our goal focuses on the Meets level. **Root Cause:** RLA: There is a lack of differentiation in the classroom. There is a deficiency in student schema and vocabulary.

Problem Statement 2: Math: Economically disadvantaged students' percentage at Meets was below target (target being at 50%). 3rd - 43% 4th - 26% 5th - 43% Students scored at or almost at the approaches target, so our goal focuses on the Meets level. **Root Cause:** Math: Small group instruction was inconsistent in the 4th-grade classrooms. Students need fluency and accuracy with math facts, including addition, subtraction, multiplication, and division. Teachers must properly plan to be prepared to teach the designated TEKS.

Problem Statement 3: Science: Economically Disadvantaged students performed lower at the approaches level than the target rate at 67%. The target rate is 80%. **Root Cause:** Science: Students are struggling with reading and vocabulary. Many students are lacking adequate opportunities for hands-on exposure and experiences in Science. Not all staff are utilizing the time instruction for Science.

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

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

School Culture and Climate

School Culture and Climate Summary

- Conduct Safety and Security drills school-wide
- Administrators and Instructional Specialists support teachers and staff by encouraging research-based best practices to maximize first instruction and build teacher capacity.
- We promote collaboration, team building, vertical alignment, and self-growth by participating in our grade-level team meetings. Teachers participate in weekly grade-level content area planning sessions.

School Culture and Climate Strengths

McFee is a GRIT campus that shares these beliefs:

1. Decisions are made based on what's best for children. We use our vision, mission, goals to focus on short and long terms goals that will benefit all students.
2. Decisions should be made at the appropriate level, and decided upon based on the competency and commitment levels of those involved to determine where decisions are made.
3. Our behavior is driven by a growth mindset and encourages empowerment throughout the school and is indicative of the level of decision-making that we are capable of doing.
4. We strive to build quality control and quality assurance strategies throughout the school as well as building in feedback opportunities to assist leaders in aligning the mission, strategies, structures, and systems to ensure quality control exist throughout the school.

We believe that all students deserve to be educated in a way that prepares them for college whether they choose to go or not. Our teachers have a collaborative spirit and believe in working together as a team in order to ensure our students are provided with the best first time instruction possible. We also believe that regardless of a staff member's position on campus, they can lead from wherever they are in the organization.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At McFee, we can continue to improve on formative feedback among staff regarding discipline and instruction. Clarity and communication needs to be the key factor for a successful year. **Root Cause:** Clarification of roles and expectations is needed. A collaborative approach in working with teachers to improve their skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McFee is the best place to be due to our commitment to students and reputation for teamwork, rigor, and "All In" expectations for staff members. We have a positive culture, and our staff genuinely wants to be a part of the McFee family.

We can maintain most of our staff. However, some teachers experience burnout working on a Title One campus where behaviors have increased due to COVID - 19.

Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus regarding Staff Quality, Recruitment, and Retention:

- 1. This is a Positive Behavioral Interventions & Supports (PBIS) campus where expectations for student and staff interactions, support, and collaboration are clearly defined, modeled, and reinforced. As a result of the implementation of PBIS, we have a shared and common language regarding those expectations across the campus that are posted and referred to often.**
- 2. This campus is a desirable location to work because of the reputation of being "ALL IN" with teamwork and collaboration at all levels. There are high expectations for the teachers and a commitment to teaching at-risk students.**
- 3. This campus is desirable for students because the overall "ALL IN" environment means that the staff has a "no excuses" approach to reaching children on a social, emotional, behavioral, and academic system that translates to their success.**

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals miss work due to COVID-19 related issues. At McFee, we continue to improve on individual and staff recognition. **Root Cause:** Teacher/Paraprofessional Attendance: At McFee, some staff members need to be given feedback and/or recognized in various ways to feel valued and supported.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Due to COVID, our staff uses the Schoology platform to access all students through a hybrid teaching model when needed. Students can learn face to face and access Schoology when a teacher is absent. Students can access instruction via ZOOM during DMC.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring & fall of 2020 and the implications of modified instructional methods necessitated immediate remote learning. The continuation of COVID-19 in the spring & fall of 2021 & 2022 has further exacerbated the concern as some students continue to learn online and there is no remote learning option for students in isolation.

Parent and Community Engagement

Parent and Community Engagement Summary

Communication with parents and families will continue to be a focus this year. We communicate with families through Whitfield Parent Newsletters, websites, emails, school messenger, social media, phone calls, Remind 101, and Parent Conferences.

Parent and Community Engagement Strengths

The following are the strengths of the campus regarding Parent and Family Engagement:

- **Watch Dogs**
- **PALS**
- **Academic Nights**
- **Book Fair**
- **5th Grade Recognition**
- **Spelling Bee**
- **Name That Book Contests**
- **Communications in Spanish/English**
- **Princess and her Knight dance**
- **Mommy and Me dance**
- **Music concerts**
- **Zumba/Fitness Night**
- **Reading and STEM Night**
- **Meet the Teacher and Open House**
- **STAAR Night**
- **Room Moms**

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Although improving, parent job commitment takes precedent school functions. **Root Cause:** Parent and Community Engagement: Very few parents are able to attend events because of work requirements.

School Context and Organization

School Context and Organization Strengths

McFee is a campus that fully utilizes every staff member as a vital member of the CPOC Committee. During our CPOC meetings, we analyze data in vertical content teams PK-5, and we invite our community reps/business partners/parents/district reps to the table with us. By continuing the use of Zoom meetings, we were able to have people join meetings in a flexible format that supports their participation while being convenient for them as well.

We utilize this PLC/CPOC/Vertical Team format to drive professional development learning and growth and create a culture of collaboration across teams that allows for teacher leaders to flourish when leading their peers. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate and support what we are doing to reach our students. This "ALL IN" approach fosters teamwork across the grade level and campus throughout the year to support all students in an environment of professional collaboration where we can harness the talents of everyone to support the children.

Technology

Technology Strengths

All of our students have access to 1:1 devices provided by CFISD. This was implemented during the 2020-2021 school year and continues to be rolled out this year. As a result, we are able to use blended learning lessons and our students can access a variety of online programs that are utilized at school and at home. This helps build a common, shared language that strengthens the home-school partnership.

Problem Statements Identifying Technology Needs

Problem Statement 1: 1. Students are using devices more regularly. This can potentially lead to students being on inappropriate websites. 2. Since technology is integrated into the classroom, computers are often not charged and ready to go. **Root Cause:** 1. Teachers are not monitoring while students are on computers. 2. There are not enough outlets in the classroom to charge student computers.

Goals


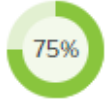

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.










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.







HB3 Goal








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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: All teachers will provide extended learning opportunities to re-teach reading concepts not mastered by AA, ED, H, SPED, and LEP students during Timberwolf Tutorials. Teacher lesson plans will provide differentiated instruction for students based on their academic needs. Small group instruction will take place 4 times per week. Reading Interventionists will push in and work with students who scored "DNM" and "Approaches" on the last STAAR exam. Consultant Karen Lowery will work with PreK thru 5th grade as a professional storyteller who can engage students' imagination. Teachers will use monitoring notebooks, F & P continuum, and RISE UP kits to promote growth. PreK will use Achieve 3000 Smarty Ants to develop Literacy Growth. Students will be provided with a range of books in the Library that peak their interest of reading on their independent level.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, ELAR Instructional Specialists, Teaching staff</p> <p>Planning: Content planning will include academic conversation starters and small group higher-order thinking discussion starters.</p> <p>AP's & IS's will routinely monitor teacher data notebooks.</p> <p>P/AP's will look for evidence of Small Group Instruction, Objective & Closure on the Board, teachers in the power zone, evidence of academic conversations.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will work with Garland Linkenhoger of MathLinks to implement research-based strategies and best practices during the classroom instruction that develops critical mathematical thinking and problem-solving skills Areas of focus include: Number talks, focal points, real-world connections, frequent use of manipulatives, and technology software (including Reflex Math) to develop skills. Lessons will be structured developmentally using concrete, then representational, and finally abstract representation for all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will maintain a monitoring notebook to analyze and craft instruction to promote TEKS mastery.</p> <p>Staff Responsible for Monitoring: IS's, Testing Coordinator, AP's, Principal will monitor student performance via daily walkthroughs. Look for's include use of academic vocabulary, small group instruction, active engagement among students.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will focus on students fully participating in the 5 E model of science learning. Teachers in grades 2-5 will use hands-on, critical thinking opportunities, and interactive word walls to promote instruction. Teachers will use a variety of resources to gain a better understanding on science vocabulary, including Flocabulary. Students will visit Nature Trails, Planetarium, and field trips to provide real-world science experience.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>A/AP's, IS's will conduct daily walkthroughs and focus on academic vocabulary; hands-on experiments , small group instruction.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: 2-5 Math will work on Number Sense activities that focus on strengthening previous year's TEKS, Place Value, Multiplication, and Subtraction, fact fluency. 3-5 ELAR- Shared Reading, Grammar/Usage Practice, and Homophones. The software includes ST Math; Achieve 3000; Amira, Amplify and Reflex Math.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Each week Campus Interventionists, IS's, will analyze data and work to plan instruction to target the needs of HB 3 via Accelerated "Focused" learning 30 minutes per day.</p> <p>Staff Responsible for Monitoring: IS's, AP's, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Student Council, Weekly Read Alouds with Librarian, STAAR Nights, Academic Night, and, Multicultural awareness.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			














Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, Economically Disadvantaged students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - 2nd and 5th-grade class size reduction to ensure the academic needs of our students are met.</p> <p>2. Professional Development - The IS's, teaching staff, and para-professionals will attend professional development both virtually and in-person to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms in an effort to meet the instructional behavioral goals of the campus as specified in the CIP.</p> <p>3. Temporary Workers - Will work with DNM students performing via small group instruction to assist in meeting and exceeding district targets.</p> <p>4. Instructional supplies - student instructional supplies will be used to assist in the delivery of instruction. Will identify additional targeted math and reading lessons, and include PAFE supplies to support children at home.</p> <p>5. Student and PAFE snacks will be used for school tutorials before school; STEM Night, Reading Night, Academic Night, Watch Dog Registration, Social Media Presentation by MHIT & McFee Counselors Leslie Turner and Katy Netz.</p> <p>Staff Responsible for Monitoring: P/SAP's, Librarian, IS's</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Tutoring</p> <p>Strategy's Expected Result/Impact: Students who attend consistently will increase their reading IRL level by MOY assessment. Math students will increase their proficiency as evidenced by comparing BOY to MOY data.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core content area interventionist (reading and math)</p> <p>Strategy's Expected Result/Impact: By the end of the 2023 school year, students assigned to Reading or Math Interventionist will increase their 2022 STAAR Rating of DNM to Approaches or meets; and from Approaches to Meets or Masters.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 50% or more of teachers will receive job-targeted professional development based on identified needs.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction, impacting student progress.</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Funds will be used for additional science materials, reading materials, and writing notebooks.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented. The Safety Task Force Rep for the campus will continue to monitor/review the EOP regularly to ensure drills are executed with fidelity and practiced on a regular basis. For the safety of the campus, walkie-talkies will be used by the leadership team and one outside for recess. For the safety of the campus, the leadership team will use walkie-talkies (including added quantities of radios, as needed) both indoors and outdoors to ensure constant communication in case of emergency.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school.</p> <p>Strategy's Expected Result/Impact: Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Parents will be contacted by the teacher after a student is absent. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%. Staff Responsible for Monitoring: Principal, Teacher</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			







Goal 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 50% AA; 50% H; 50% SpEd. We are a PBIS campus where we use positive reinforcers to promote correct behavior. Students will be rewarded with the treasure tower and visiting the book vending machine in the library.

Evaluation Data Sources: Discipline referrals will decrease by 50% or more.

The principal, Assistant Principals, and Behavior interventionist will monitor performance.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: McFee will implement strategies learned from the Comprehensive Coordinated Early Intervening Services program offered by Student Services and Special Education department. Students with significant behavioral difficulties will be monitored closely by our Behavioral Interventionists and AP's. Will tailor Individualized Social Skill lessons to target individual student goals. Daily structured check-ins, restorative practice, student incentives, and CPI Verbal Intervention Training for staff members new to McFee in the 2022-2023 school year. Restorative discipline strategies will be implemented from the book, "No More Teaching without Positive Relationships".</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease by 50% for AA, ED, Hisp, SpEd.</p> <p>Staff Responsible for Monitoring: BI, Teachers, AP's, Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions for African American, SpEd, Eco Dis, Hispanic students.</p> <p>Strategy's Expected Result/Impact: In-School Suspensions for SPED, African Americans, Hispanic, and Eco Dis students will continue to be less than 10%. SpEd, AA, Hispanic, and Eco Dis. students will receive alternative DMC such as lunch/recess DMC. Specific behavior/anger management lessons utilizing various tools such as PBIS Rewards, Everyday Speech, with BI, Counselors, DMC paraprofessional, and/or AP's</p> <p>Staff Responsible for Monitoring: BI, AP's, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Students may be offered extended DMC with individualized social behavior interventions utilizing available resources such as Everyday Speech in lieu of ISS.</p> <p>Strategy's Expected Result/Impact: Out-of-school suspensions will to be less than 5% between AA, H, W, and SPED sub pops.</p> <p>Staff Responsible for Monitoring: BI, AP's, Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Violence Prevention: Mandatory "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning & Building students' character is the primary goals of learning. Using lessons from the counselors and Bringing out the best curriculum.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase to 97.5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be a school by celebrating attendance with prizes and treats for teachers with 3 absences or less every 9 weeks..</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal/AP's/Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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, 50% or more of teachers will receive job targeted professional development based on identified needs. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

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

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveying staff.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction, impacting student progress.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Parent Surveys
Activity sign-in sheets/records for all after school activities

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The parent Involvement Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, & Technology, and also provide opportunities for families to interact with staff for the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. PBIS Rewards/Data will provide an additional method of communication with parents.</p> <p>Staff Responsible for Monitoring: Parent Involvement Committee Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communication with parents will be timely and distributed in a variety of ways. Digital newsletter, school messenger, flyers, remind 101, and Thursday folders will be used to deliver information.</p> <p>Strategy's Expected Result/Impact: Tracking parent involvement by the number of clicks on the newsletters, volunteers for Watch Dogs, and sign-in sheets for conferences, academic nights, open house, and other after-school events.</p> <p>Staff Responsible for Monitoring: Principal, Testing Coordinator, AP Secretary, IS's</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	add name	Principal
Classroom Teacher	add name	Teacher #1
Classroom Teacher	add name	Teacher #2
Classroom Teacher	add name	Teacher #3
Classroom Teacher	add name	Teacher #4
Classroom Teacher	add name	Teacher #5
Classroom Teacher	add name	Teacher #6
Classroom Teacher	add name	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	add name	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	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	add name	Administrator (LEA) #2
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	add name	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #2

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	McFee	White	6	5	83%	86%	100%	4	67%	73%	*	4	67%	73%	*
Reading	3	McFee	Two or More	7	7	100%	100%	*	6	86%	91%	*	4	57%	62%	*
Reading	3	McFee	Eco. Dis.	137	101	74%	80%	80%	65	47%	53%	49%	38	28%	33%	16%
Reading	3	McFee	Emergent Bilingual	30	17	57%	63%	84%	9	30%	35%	35%	4	13%	18%	*
Reading	3	McFee	At-Risk	115	79	69%	75%	76%	47	41%	46%	36%	25	22%	30%	10%
Reading	3	McFee	SPED	12	6	50%	60%	67%	2	17%	20%	40%	1	8%	12%	*
Reading	4	McFee	All	146	112	77%	83%	68%	70	48%	53%	29%	34	23%	30%	12%
Reading	4	McFee	Hispanic	68	51	75%	80%	68%	34	50%	55%	27%	12	18%	23%	10%
Reading	4	McFee	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	McFee	Asian	10	8	80%	85%	*	8	80%	85%	*	6	60%	65%	*
Reading	4	McFee	African Am.	51	38	75%	80%	65%	20	39%	43%	22%	10	20%	25%	12%
Reading	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	McFee	White	11	11	100%	100%	83%	5	45%	50%	*	4	36%	41%	*
Reading	4	McFee	Two or More	*	*	*	*	71%	*	*	*	*	*	*	*	*
Reading	4	McFee	Eco. Dis.	121	89	74%	79%	66%	54	45%	50%	26%	22	18%	25%	13%
Reading	4	McFee	Emergent Bilingual	40	28	70%	75%	45%	18	45%	50%	*	7	18%	25%	*
Reading	4	McFee	At-Risk	99	72	73%	80%	55%	42	42%	50%	16%	17	17%	25%	*
Reading	4	McFee	SPED	7	3	43%	50%	*	0	0%	5%	*	0	0%	5%	*
Reading	5	McFee	All	156	116	74%	80%	79%	86	55%	60%	50%	43	28%	35%	20%
Reading	5	McFee	Hispanic	97	71	73%	80%	77%	54	56%	51%	46%	28	29%	36%	17%
Reading	5	McFee	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	McFee	Asian	*	*	*	*	90%	*	*	*	70%	*	*	*	*
Reading	5	McFee	African Am.	49	37	76%	81%	73%	25	51%	56%	47%	14	29%	35%	19%
Reading	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	McFee	White	*	*	*	*	100%	*	*	*	69%	*	*	*	*
Reading	5	McFee	Two or More	5	4	80%	85%	*	4	80%	85%	*	0	0%	5%	*
Reading	5	McFee	Eco. Dis.	133	96	72%	77%	79%	69	52%	57%	51%	37	28%	35%	24%
Reading	5	McFee	Emergent Bilingual	45	27	60%	65%	70%	17	38%	45%	35%	5	11%	20%	12%
Reading	5	McFee	At-Risk	129	93	72%	77%	76%	65	50%	55%	42%	31	24%	30%	14%
Reading	5	McFee	SPED	14	5	36%	41%	*	4	29%	35%	*	0	0%	5%	*
Science	5	McFee	All	156	107	69%	75%	56%	66	42%	50%	23%	24	15%	20%	8%
Science	5	McFee	Hispanic	97	69	71%	75%	61%	43	44%	60%	23%	17	18%	25%	*
Science	5	McFee	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	McFee	Asian	*	*	*	*	90%	*	*	*	50%	*	*	*	*
Science	5	McFee	African Am.	49	29	59%	65%	34%	18	37%	42%	14%	5	10%	15%	*
Science	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	McFee	White	*	*	*	*	85%	*	*	*	46%	*	*	*	*
Science	5	McFee	Two or More	5	5	100%	100%	*	1	20%	25%	*	1	20%	25%	*
Science	5	McFee	Eco. Dis.	133	89	67%	73%	58%	56	42%	80%	26%	20	15%	15%	8%
Science	5	McFee	Emergent Bilingual	45	26	58%	63%	60%	13	29%	35%	23%	5	11%	15%	*
Science	5	McFee	At-Risk	129	84	65%	70%	54%	50	39%	45%	16%	17	13%	15%	*
Science	5	McFee	SPED	14	6	43%	60%	*	3	21%	26%	*	1	7%	12%	*

Early Childhood Literacy Board Outcome Goal

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

		MCFEE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	41%	33%	43%	52%	45%	48%	51%
		Total Number Meets or Higher		43		80			
		Total Number Tested		131		154			
		Points away from or above target		-8		+9			
		Difference from Prior Year				+19			
		Growth from Prior Year				58%			
	African American	Target and Actual Rate	49%	26%	51%	42%	53%	56%	59%
		Total Number Meets or Higher		9		23			
		Total Number Tested		34		55			
		Points away from or above target		-23		-9			
		Difference from Prior Year				+16			
		Growth from Prior Year				62%			
	Hispanic	Target and Actual Rate	34%	29%	36%	53%	38%	41%	44%
		Total Number Meets or Higher		22		44			
		Total Number Tested		77		83			
		Points away from or above target		-5		+17			
		Difference from Prior Year				+24			
		Growth from Prior Year				83%			
	Eco. Disadv.	Target and Actual Rate	38%	33%	40%	50%	42%	45%	48%
		Total Number Meets or Higher		36		67			
		Total Number Tested		110		133			
Points away from or above target			-5		+10				
Difference from Prior Year					+17				
Growth from Prior Year					52%				
EL (Current & Monitored)	Target and Actual Rate	41%	30%	43%	48%	45%	48%	51%	
	Total Number Meets or Higher		20		27				
	Total Number Tested		67		56				
	Points away from or above target		-11		+5				
	Difference from Prior Year				+18				
	Growth from Prior Year				60%				
Cont. Enrolled	Target and Actual Rate	42%	30%	44%	54%	46%	49%	52%	
	Total Number Meets or Higher		28		70				
	Total Number Tested		92		130				
	Points away from or above target		-12		+10				
	Difference from Prior Year				+24				
	Growth from Prior Year				80%				

Early Childhood Math Board Outcome Goal

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

		MCFEE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	42%	27%	44%	45%	46%	49%	52%
		Total Number Meets or Higher		36		69			
		Total Number Tested		132		154			
		Points away from or above target		-15		+1			
		Difference from Prior Year				+18			
		Growth from Prior Year				67%			
	African American	Target and Actual Rate	43%	15%	45%	27%	47%	50%	53%
		Total Number Meets or Higher		5		15			
		Total Number Tested		34		55			
		Points away from or above target		-28		-18			
		Difference from Prior Year				+12			
		Growth from Prior Year				80%			
	Hispanic	Target and Actual Rate	34%	27%	36%	49%	38%	41%	44%
		Total Number Meets or Higher		21		41			
		Total Number Tested		78		83			
		Points away from or above target		-7		+13			
		Difference from Prior Year				+22			
		Growth from Prior Year				81%			
	Eco. Disadv.	Target and Actual Rate	42%	26%	44%	45%	46%	49%	52%
		Total Number Meets or Higher		29		60			
		Total Number Tested		111		133			
Points away from or above target			-16		+1				
Difference from Prior Year					+19				
Growth from Prior Year					73%				
EL (Current & Monitored)	Target and Actual Rate	43%	34%	45%	59%	47%	50%	53%	
	Total Number Meets or Higher		23		33				
	Total Number Tested		68		56				
	Points away from or above target		-9		+14				
	Difference from Prior Year				+25				
	Growth from Prior Year				74%				
Cont. Enrolled	Target and Actual Rate	42%	29%	44%	48%	46%	49%	52%	
	Total Number Meets or Higher		27		62				
	Total Number Tested		93		130				
	Points away from or above target		-13		+4				
	Difference from Prior Year				+19				
	Growth from Prior Year				66%				

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

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

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

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

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

Visual Arts (K–5)

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