Cypress-Fairbanks Independent School District

Andre' Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

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

PBIS CLAWS

Citizenship - Leadership - Accountability - Wise Choices - Safety

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children 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 determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Annually, the principal provides the State of The Campus overview to the entire staff, which includes available data, such as the TAPR, TELPAS, ISIP, local diagnostic and benchmark assessment, attendance, discipline, and the Title I parent survey. The CPOC committee then analyzes the data to find data trends which relate to our campus goals. The CPOC committee then breaks out into small groups to brainstorm strategies for each goal. Each group shares findings and suggests strategies for implementation that need to be put in place to address our needs.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: After a review of the data for our campus, we concluded that a need for targeted, differentiated instruction, depending on each student's level of achievement, is the most critical need for our students' future success. This will require increasing capacity for teachers to plan for and deliver differentiated instruction for each student so that we are meeting each student where they are, modifying and adjusting as checkpoint data indicates growth.

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 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: 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. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: 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.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: 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, the front office, and in the front office of Cue Luxury Apartments.

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area(s): Asian (Academic Achievement Reading, Academic Achievement Math, Growth Reading, Growth Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

Math

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

Reading

- third grade AA *actual %* surpassed the *target %*, the cluster average, and the District average at the APPROACHES level

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

Science

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

Writing

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our overall 2020-2021 STAAR performance results showed some inconsistencies across sub-population groups in the percentage of students meeting standard at the "approaches" level. **Root Cause:** Reading: Teachers will benefit from continued professional development geared toward differentiation strategies, as well as techniques supported by the Science of Teaching Reading.

Problem Statement 2: Writing: Our overall 2020-2021 STAAR performance results showed some inconsistencies across sub-population groups in the percentage of students meeting standard at the "approaches" level. **Root Cause:** Writing: Teachers will benefit from continued professional development geared toward providing students with explicit writing instruction at all grade levels, as well as increased critical writing in all content areas.

Problem Statement 3: Math: Our overall 2020-2021 STAAR performance results showed some inconsistencies across sub-population groups in the percentage of students meeting standard at the "approaches" level. **Root Cause:** Math: Teachers will benefit from continued professional development geared toward differentiation and small group instruction in a blended learning environment.

Problem Statement 4: Science: Our overall 2020-2021 STAAR performance results showed some inconsistencies across sub-population groups in the percentage of students meeting standard at the "approaches" level. **Root Cause:** Science: Teachers will benefit from continued professional development geared toward higher order questioning strategies designed to meet the differentiated needs of all students.

Problem Statement 5: Students are beginning the 2021-22 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 6: 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.

Problem Statement 7: Additional Targeted Support Reading (data based on 2018-19 identification): Our 4th and 5th Grade Asian population met 0% of the Academic Achievement indicators on the 2019 STAAR. **Root Cause:** Additional Targeted Support Reading: As a staff, our first instruction can be enhanced by participating in additional staff development focused on preparing for differentiation in the classroom.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): Our 4th and 5th Grade Asian population met 0% of the Academic Achievement

indicators on the 2019 STAAR. **Root Cause:** Additional Targeted Support Math: As a staff, our first instruction can be enhanced by participating in additional staff development focused on preparing for differentiation in the classroom.

School Culture and Climate

School Culture and Climate Summary

We focus on providing a safe and secure learning environment for all of our students and staff. We are also committed to providing a sense of social and emotional security as well. Our PBIS--Positive Behavior Intervention and Supports are utilized school-wide, setting the climate for high expectations for all students, while also developing a culture of best restorative practices. The majority of our staff feel recognized and understand our campus's high expectations for quality work. Our teachers exhibit the qualities of the Portrait of an Andre' Teacher as they create student-centered environments and learning opportunities to equip students with the necessary skills to navigate through life.

The Portrait of an Andre' Teacher is:

Authentic

No Excuses

Data Driven

Reflective

Engaging

We are committed to the importance of constantly developing a culture where students and staff are eager to attend school each and every day.

School Culture and Climate Strengths

- Conduct Safety and Security drills school-wide
- Encourage fifth grade students to boost their academic achievement through our Level 1 Scholars initiative. Students self-monitor and track their own academic growth, charting their successes
- Administrators, Instructional Specialists, and Coaches support teachers and staff to encourage research-based best practices to maximize first instruction and build teacher capacity
- Promoting collaboration, team building, vertical alignment, and self-growth by participation in our Professional Learning Communities
- Teachers participate in weekly grade level content area planning sessions
- Future kindergarten families participate in our "Leopard Academy"
- Staff adopts a student mentee

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff members participate in continuous growth opportunities through purposeful professional development, book studies, coaching, and mentorship. Many of our staff members are committed to extending their educational goals through successful completion of Bachelor, Master, and Doctorate degrees and additional specialized certifications.

Staff Quality, Recruitment, and Retention Strengths

- Administration and our Instructional Support team continue to encourage professional growth to help increase Bachelor, Master, and Doctorate degrees, and additional specialized certifications
- Instructional Specialists will continue attending coaching sessions provided by ASCD
- Provide development opportunities to staff members interested in various roles of leadership
- Support and encourage growth in leadership through the Aspiring Administrator Leadership Academy
- Provide trainings for teachers to enhance their knowledge of differentiation in the classroom (Blended Learning)
- New teacher/mentor teacher share sessions
- Teachers participating in the CFISD cohort for National Board Certification

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We are experiencing high rates of staff absenteeism. **Root Cause:** Teacher/Paraprofessional Attendance: With guidance from our counseling team, the staff would benefit from better home/work balance by prioritizing mental health and focusing on mindfulness.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

APPLE Night

STEM/STEAM Family Night

Bring Your Parent to School Day

Veterans' Day Celebration

Grade Level Parent Involvement Events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We did not have consistent parent involvement at our school during the 2020-2021 school year. **Root Cause:** Parent and Community Engagement: We need to continue offering our families different ways to engage in our school by providing a variety of opportunities for parent/staff interaction both during and after school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: November 2, 2021

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 2022, 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

Strategy 1 Details	Formative Reviews		

Strategy 1: Reading/ELA:
- We will utilize our IMA reading resources in order to support our implementation of the ELAR TEKS.
- We will participate in the content area planning sessions, focusing on the implementation and integration of the ELAR TEKS.
- Teachers will utilize our Campus Literacy Library to meet the reading levels of all students in their class.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.-
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Literacy Coaches and Administrators
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4
	Formative		

	Nov	Feb	May
	60%	80%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Writing:
- Our 1st-4th grade ELAR teachers will participate in writing training with writing consultant, Elizabeth Martin, where they will learn strategies and organizational tools, building their capacity for teaching writing.
- We will participate in content area planning sessions, focusing on the implementation and integration of the new ELAR TEKS.
- We will purchase a yearly subscription to Flocabulary and BrainPop in order to support vocabulary instruction.
- We will purchase supplies in order to reinforce writing instruction in the classroom.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists and Administrators
 	
    Funding Sources: Elizabeth Martin Consulting - Title I - $6,000, Flocabulary - Title I - $2,600, BrainPop - Title I - $3,745
	Formative		

	Nov	Feb	May
	50%	80%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Math:	Formative		

- We will purchase supplies in order to reinforce instruction in the classroom.
- We will use digital content in the area of mathematics.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialist and Administrators
	Nov	**Feb**	**May**

	50%	80%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Science:	Formative		

- We will enhance the rigor in our science lessons by providing hands-on learning experiences within our campus Science Lab.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists and Administrators
 	
    Funding Sources: Science Lab Materials - Title I - $100
	Nov	**Feb**	**May**

	40%	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	Formative		

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

	30%	75%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:	**Formative**		
	Nov	**Feb**	**May**

- We are implementing Blended Learning classroom environments, where students are given opportunity to learn at their pace, place and path using digital content.
- Students will have the opportunity to apply to be a Junior Counselor, where they will mentor/coach/support other students with school related issues.
- Students will have the opportunity to serve on the Principal's Advisory Team, where they will enhance their leadership skills while working in a small group with our principal.
- K Level Scholar Initiative- Where 5th grade students will monitor their academic progress in all content areas, striving for eligibility in K Level classes in middle school.
- Counselors will have select students participate in Dierker's Champs baseball team competing with other schools.
- Our Campus will continue to participate in the Mission of Yahweh Food and Water Drive throughout the year to help those less fortunate.
- Andre' Achievers, Girls on the Run, Student Council, Andre' Steppers, and the Twirling Team are all outside clubs students may participate in at Andre'.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Technology Specialist, Librarian, Counselors and Principal
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5
	65%	85%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Deepen understanding of and address specific academic needs of the African American, Hispanic, Economically Disadvantaged and Special Education student groups in an effort to address the needs of all students, particularly at-risk: -attending grade level content-area planning sessions -attending professional development sessions focusing on differentiation within the classroom setting -participating in Data Dig meetings -providing specific academic supports/interventions to identified students (AI time) -provide small group instruction targeting specific learning needs	Formative		
	Nov	Feb	May
	50%	80%	100%

Strategy's Expected Result/Impact: 1. Two and half Salaries- The Restorative Coach (Behavior Intervention) will work with teachers and students in order to help those students who are struggling socially or behaviorally. The Technology Specialist will assist all grade levels with technology initiatives, questions, and issues, and provide support and guidance during instructional planning. The .5 Math Interventionist works during Closing the Gap time and throughout half of the day pulling small groups for targeted math intervention.

2. Two Instructional online programs- Flocabulary and BrainPop provide individualized targeted support.

3. Consumable science materials are used to enhance science lab instruction.

4. Supplies for organization and management of blended learning work stations.

5. Professional Development consultant: Elizabeth Martin- providing teacher support for writing instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches, Counselors, Temporary Workers and Teachers

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: 2.5 salaries= - Title I - $196,162.09, 2 instructional online programs- Flocabulary and BrainPop - Title I - $6,345, Consumable Science materials and blended learning supplies - Title I - $909.06, Educational Consultant: Elizabeth Martin - Title I - $6,000

Strategy 8 Details	Formative Reviews		
Strategy 8: Technology Expertise: - Teachers and students will work with Technology Specialist in order to implement and use different instructional technology in the classroom. - We will use Google Classroom/Microsoft TEAMS and Schoology as instructional tools in the classroom. - We will purchase supplies/devices in order to reinforce instruction in the classroom. - Students will have the opportunity to participate in Maker Space Learning and Digital Application for enrichment, housed in the library.	Formative		
	Nov	Feb	May
	50%	85%	100%

Strategy's Expected Result/Impact: Teachers and students will have an increased knowledge and application of different instructional technology resources.

Staff Responsible for Monitoring: Instructional Specialists, Technology Specialist, Librarian and Teachers

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 2021-22 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Tutoring	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 90% of students attending extended day tutorials will have demonstrated growth on District assessments based on a pre-test baseline.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** Supplemental Duty Pay for after school tutoring staff - ESSER III - $25,670	35%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Core Content Area Interventionist: We will hire a math interventionist in order to close gaps identified in 3rd, 4th, and 5th grade math.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 90% of the students working with the math core content area interventionist will reach "approaches" or higher on the math STAAR test. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Salary for Math Interventionist - ESSER III - $70,000	35%	75%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: We will utilize the individualized math online program, Freckle, through Renaissance Learning, to provide targeted student intervention during accelerated instruction occurring for closing the gap.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 90% of the students working on Freckle will reach "approaches" or higher on the math STAAR test. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, coaches, and teachers **Funding Sources:** Renaissance Learning: Freckle - ESSER III - $4,330	35%	80%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: During Closing the Gap time, students will work on strengthening phonics skills using sound walls.	Formative		
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 90% of the students utilizing sound walls for phonics and phonological awareness instruction will improve reading levels.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, coaches, and teachers **Funding Sources:** - ESSER III - $7,000	0%	0%	0%

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 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: We will enhance student engagement by providing supplies to support small group instruction for blended learning classrooms.	**Formative**		
Strategy's Expected Result/Impact: Increased opportunities to meet or exceed targets on the CIP Target tables due to enhanced small group instruction.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, coaches, and teachers **Funding Sources:** dry erase markers, post-it notes, composition notebooks, index cards, folders, binder rings, sheet protectors, paper/cardstock - Special Allotment: Compensatory Education - $3,573	35%	50%	75%

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

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August 11, 2022 10:58 AM

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 4: Additional Targeted Support: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: Asian (Academic Achievement Reading (74%), Academic Achievement Math (82%), Growth Reading (77%), Growth Math (86%), Student Success (73%).

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Additional Targeted Support Reading:	**Formative**		
	Nov	Feb	May

-We will address meeting our Closing the Gaps targets by differentiating instruction in the following ways:
-We will utilize our IMA reading resources in order to support our implementation of the ELAR TEKS.
-attending grade level content-area planning sessions
-attending professional development sessions focusing on differentiation within the classroom setting
-participating in Data Dig meetings
-A select group of teachers will participate in a virtual "Blended Learning Cohort" led by Blended Learning consultant Marcia Kish, allowing for students to work at their own pace, place, and path using digital content.
 	
    Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.
    Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists
 	
    Additional Targeted Support Strategy
	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Additional Targeted Support Math:	**Formative**		
- We will address meeting our Closing the Gaps targets by differentiating instruction in the following ways: -attending grade level content-area planning sessions	Nov	Feb	May

-attending professional development sessions focusing on differentiation within the classroom setting
-participating in Data Dig meetings
-A select group of teachers will participate in a "Blended Learning Cohort" led by Blended Learning consultant Marcia Kish, allowing for students to work at their own pace, place, and path using digital content.
 	
    Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.
    Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists
 	
    Additional Targeted Support Strategy
	50%	75%	100%

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

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August 11, 2022 10:58 AM

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 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
	35%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: While continuing to adhere to health and safety protocols and the importance of staying home when sick, we will encourage students to be mentally present while at school and will focus on our PBIS systems to encourage active participation.
     Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.
     Staff Responsible for Monitoring: Principal, Counselor, Teachers, Para-Professionals
	Formative		

	Nov	**Feb**	**May**
	35%	75%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline:
 - We have our PBIS Matrix in place to meet the needs of our current population.
 - Citizenship
 - Leadership
 - Accountability
 - Wise Choices
 - Safety
 	
 - We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.
     Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.
     Staff Responsible for Monitoring: Assistant Principals, Restorative Coach, Teachers and PBIS Leadership Team
	Formative		

	Nov	Feb	May
	35%	55%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions:
 We are implementing a full time Restorative Coach on campus this year.
 - She will be responsible for doing daily check-in with those students who are having consistent problems in the classroom.
 - She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month.
 - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance.
 We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students
     Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5%.
     Staff Responsible for Monitoring: Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers
 	
     Funding Sources: Salary for Restorative Coach - Title I - $77,797.11
	Formative		

	Nov	Feb	May
	35%	75%	100%

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Out of School Suspensions:

We are implementing a full time Restorative Coach on campus this year.
- She will be responsible for doing daily check in with those students who are having consistent problems in the classroom.
- She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month.
- She will work with teachers on establishing different classroom management procedures to help those students who need some assistance.
We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students

> **Strategy's Expected Result/Impact:** Out of school suspensions will continue to be 0%.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers
>
> **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

	Formative		
	Nov	**Feb**	**May**
	35%	75%	100%

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Special Opportunity School (SOS) Placements:

We are implementing a full time Restorative Coach on campus this year.
- She will be responsible for doing daily check in with those students who are having consistent problems in the classroom.
- She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month.
- She will work with teachers on establishing different classroom management procedures to help those students who need some assistance.
We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students

> **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers

	Formative		
	Nov	**Feb**	**May**
	35%	75%	100%

Strategy 5 Details	**Formative Reviews**		

Strategy 5: Violence Prevention:

We are implementing a full time Restorative Coach on campus this year.
- She will be responsible for doing daily check in with those students who are having consistent problems in the classroom.
- She will be the Lead on our PBIS Leadership Team, organizing and presenting to staff once a month.
- She will work with teachers on establishing different classroom management procedures to help those students who need some assistance.
We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students

> **Strategy's Expected Result/Impact:** SELECT ONE:
>
> Violent incidents will continue to be 0%
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers
>
> **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

	Formative		
	Nov	**Feb**	**May**
	35%	75%	100%

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

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

    Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team	35%	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 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance:			**Formative**		
- Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks.			**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Administrative Team			45%	50%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 5% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: - Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser. - Teachers are encouraged to become Microsoft Innovative Educator since we are a Microsoft School. - Teachers will participate in a campus-wide book study. - The Administrative Team will conduct PowerWalks using the Lead Your School model. - We will continue with Sibme video coaching where coaches and teachers will work together to identify goals to improve overall instruction. - Teachers will virtually attend professional development within and outside the district based on their goals set with appraiser.	**Formative**		
	Nov	**Feb**	**May**
	45%	85%	100%

Strategy's Expected Result/Impact: Additional certifications obtained and specific professional growth areas addressed.
     Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers
 	
     TEA Priorities: Recruit, support, retain teachers and principals
     Funding Sources: Lead Your School Subscription - Title I - $2,500			

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 2021-22 school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement:	**Formative**		
We will provide a climate where families are given the opportunity to take an active role in their child's education through the following activities:	**Nov**	**Feb**	**May**
- PTO membership - Local business and community partnerships (ex: Foundry Church) - Kindergarten Roundup 08-12-21 - APPLE Nights - 09-21-21 and 09-28-21 - Bring Your Parent to School Night - 10-19-21 and 10-21-21 - Watch Dog Dad Pizza Night- 10-12-21 - Music Memory Contest - Choral Festival Night - Rodeo Art Night at Berry Center - District Elementary Art Show at Berry Center - Spring Multicultural Celebration (4th grade program) - Steppers, Twirlers and Andre' Running Club- performed at Superintendent's Fun Run - Community Helpers(Kindergarten) - Kindergarten Recognition - Spring Reading Restaurant (1st grade) - Spring Career Day (2nd grade) - Spring Book Trailer Showcase (3rd grade) - Spring Living Wax Museum (4th grade) - 5th grade Recognition Ceremony - Spring Student Showcase - Spring Field Day - Online learning platform of animated educational videos that students and families can view at home	80%	90%	100%

Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: All Staff
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2
    Funding Sources: Online learning platform accessible from home - Title I - $3,250			

Strategy 2 Details	**Formative Reviews**		

Strategy 2: Title I Campus:
 	
Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.
 	
This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Cue Luxury Apartments on Logenbaugh Rd.
    Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.
    Staff Responsible for Monitoring: CPOC Committee
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.1
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Title I Campus:
 	
Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings offered both during and after school, while posting recordings and/or ppts. to Schoology.
    Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Specialists, Teachers
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.2
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

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

State Compensatory

Budget for Andre' Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Andre' Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 Position	Instructional Specialist	1
1 Position	Testing Coordinator	1
3 Positions	Reaching Enrichment/SGRI Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Interventionist	Behavior	1
Staff	Specialist	Technology	1
Staff	Interventionist	Math	.5

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Supplemental Duty Pay for after school tutoring staff		$25,670.00
1	2	2	Salary for Math Interventionist		$70,000.00
1	2	3	Renaissance Learning: Freckle		$4,330.00
1	2	4			$7,000.00
				Sub-Total	$107,000.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Elizabeth Martin Consulting		$6,000.00
1	1	2	BrainPop		$3,745.00
1	1	2	Flocabulary		$2,600.00
1	1	4	Science Lab Materials		$100.00
1	1	7	Consumable Science materials and blended learning supplies		$909.06
1	1	7	Educational Consultant: Elizabeth Martin		$6,000.00
1	1	7	2.5 salaries=		$196,162.09
1	1	7	2 instructional online programs- Flocabulary and BrainPop		$6,345.00
2	3	2	Salary for Restorative Coach		$77,797.11
3	2	1	Lead Your School Subscription		$2,500.00
4	1	1	Online learning platform accessible from home		$3,250.00
				Sub-Total	$305,408.26
Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	dry erase markers, post-it notes, composition notebooks, index cards, folders, binder rings, sheet protectors, paper/cardstock		$3,573.00
				Sub-Total	$3,573.00

Addendums

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Andre'	All	121	63	52%	70%	18%	149	95	64%
Math	3	Andre'	Hispanic	56	27	48%	58%	10%	79	53	67%
Math	3	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Andre'	Asian	12	9	75%	85%	10%	12	10	83%
Math	3	Andre'	African Am.	32	14	44%	54%	10%	40	16	40%
Math	3	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Andre'	White	16	11	69%	79%	10%	14	13	93%
Math	3	Andre'	Two or More	5	2	40%	50%	10%	*	*	*
Math	3	Andre'	Eco. Dis.	62	29	47%	57%	10%	91	52	57%
Math	3	Andre'	LEP Current	29	9	31%	41%	10%	38	21	55%
Math	3	Andre'	At-Risk	73	31	42%	52%	10%	88	47	53%
Math	3	Andre'	SPED	14	2	14%	16%	2%	11	3	27%
Math	4	Andre'	All	125	57	46%	70%	24%	148	81	55%
Math	4	Andre'	Hispanic	48	24	50%	60%	10%	58	31	53%
Math	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Andre'	Asian	12	9	75%	85%	10%	12	10	83%
Math	4	Andre'	African Am.	40	13	33%	43%	10%	51	25	49%
Math	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Andre'	White	20	8	40%	50%	10%	18	13	72%
Math	4	Andre'	Two or More	*	*	*	*	*	9	2	22%
Math	4	Andre'	Eco. Dis.	63	22	35%	45%	10%	92	42	46%
Math	4	Andre'	LEP Current	22	10	45%	55%	10%	31	7	23%
Math	4	Andre'	At-Risk	42	20	48%	58%	10%	87	39	45%
Math	4	Andre'	SPED	7	1	14%	16%	2%	20	4	20%
Math	5	Andre'	All	135	92	68%	75%	7%	141	104	74%
Math	5	Andre'	Hispanic	62	43	69%	75%	6%	53	39	74%
Math	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Andre'	Asian	6	6	100%	100%	0%	15	15	100%
Math	5	Andre'	African Am.	42	26	62%	67%	5%	47	33	70%
Math	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Andre'	White	24	17	71%	76%	5%	21	13	62%
Math	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Math	5	Andre'	Eco. Dis.	73	46	63%	68%	5%	81	55	68%
Math	5	Andre'	LEP Current	16	8	50%	55%	5%	24	15	63%
Math	5	Andre'	At-Risk	73	45	62%	67%	5%	101	69	68%
Math	5	Andre'	SPED	10	4	40%	45%	5%	9	2	22%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Andre'	All	120	78	65%	70%	5%	149	113	76%
Reading	3	Andre'	Hispanic	56	32	57%	62%	5%	79	62	78%
Reading	3	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Andre'	Asian	11	10	91%	92%	1%	12	12	100%
Reading	3	Andre'	African Am.	32	22	69%	74%	5%	40	25	63%
Reading	3	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Andre'	White	16	12	75%	80%	5%	14	10	71%
Reading	3	Andre'	Two or More	5	2	40%	45%	5%	*	*	*
Reading	3	Andre'	Eco. Dis.	62	36	58%	63%	5%	91	64	70%
Reading	3	Andre'	LEP Current	28	10	36%	41%	5%	38	28	74%
Reading	3	Andre'	At-Risk	72	34	47%	52%	5%	88	56	64%
Reading	3	Andre'	SPED	13	3	23%	25%	2%	11	3	27%
Reading	4	Andre'	All	124	79	64%	70%	6%	148	102	69%
Reading	4	Andre'	Hispanic	48	30	63%	68%	5%	58	41	71%
Reading	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Andre'	Asian	12	11	92%	93%	1%	12	10	83%
Reading	4	Andre'	African Am.	39	23	59%	64%	5%	51	31	61%
Reading	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Andre'	White	20	14	70%	75%	5%	18	15	83%
Reading	4	Andre'	Two or More	*	*	*	*	*	9	5	56%
Reading	4	Andre'	Eco. Dis.	63	35	56%	61%	5%	92	57	62%
Reading	4	Andre'	LEP Current	22	9	41%	46%	5%	31	15	48%
Reading	4	Andre'	At-Risk	42	21	50%	55%	5%	87	51	59%
Reading	4	Andre'	SPED	7	2	29%	31%	2%	20	9	45%
Reading	5	Andre'	All	135	107	79%	82%	3%	141	125	89%
Reading	5	Andre'	Hispanic	62	54	87%	90%	3%	53	48	91%
Reading	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Andre'	Asian	6	5	83%	86%	3%	15	14	93%
Reading	5	Andre'	African Am.	42	27	64%	70%	6%	47	40	85%
Reading	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Andre'	White	24	20	83%	86%	3%	21	18	86%
Reading	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Reading	5	Andre'	Eco. Dis.	73	54	74%	79%	5%	81	69	85%
Reading	5	Andre'	LEP Current	16	11	69%	74%	5%	24	18	75%
Reading	5	Andre'	At-Risk	73	51	70%	75%	5%	101	89	88%
Reading	5	Andre'	SPED	10	4	40%	42%	2%	9	3	33%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Andre'	All	132	89	67%	80%	13%	141	114	81%
Science	5	Andre'	Hispanic	60	44	73%	83%	10%	53	40	75%
Science	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Andre'	Asian	6	6	100%	100%	0%	15	15	100%
Science	5	Andre'	African Am.	42	23	55%	65%	10%	47	37	79%
Science	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Andre'	White	23	16	70%	80%	10%	21	18	86%
Science	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Science	5	Andre'	Eco. Dis.	71	40	56%	66%	10%	81	61	75%
Science	5	Andre'	LEP Current	15	8	53%	63%	10%	24	15	63%
Science	5	Andre'	At-Risk	71	40	56%	66%	10%	101	78	77%
Science	5	Andre'	SPED	10	2	20%	22%	2%	9	2	22%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Andre'	All	125	28	22%	25%	3%	148	45	30%
Math	4	Andre'	Hispanic	48	14	29%	32%	3%	58	17	29%
Math	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Andre'	Asian	12	6	50%	53%	3%	12	8	67%
Math	4	Andre'	African Am.	40	4	10%	13%	3%	51	10	20%
Math	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Andre'	White	20	3	15%	18%	3%	18	8	44%
Math	4	Andre'	Two or More	*	*	*	*	*	9	2	22%
Math	4	Andre'	Eco. Dis.	63	8	13%	16%	3%	92	21	23%
Math	4	Andre'	LEP Current	22	3	14%	17%	3%	31	3	10%
Math	4	Andre'	At-Risk	42	8	19%	22%	3%	87	17	20%
Math	4	Andre'	SPED	7	1	14%	15%	1%	20	2	10%
Math	5	Andre'	All	135	63	47%	50%	3%	141	67	48%
Math	5	Andre'	Hispanic	62	33	53%	56%	3%	53	32	60%
Math	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Andre'	Asian	6	5	83%	86%	3%	15	11	73%
Math	5	Andre'	African Am.	42	12	29%	32%	3%	47	12	26%
Math	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Andre'	White	24	13	54%	57%	3%	21	9	43%
Math	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Math	5	Andre'	Eco. Dis.	73	29	40%	43%	3%	81	31	38%
Math	5	Andre'	LEP Current	16	5	31%	34%	3%	24	12	50%
Math	5	Andre'	At-Risk	73	28	38%	41%	3%	101	39	39%
Math	5	Andre'	SPED	10	1	10%	13%	3%	9	0	0%
Reading	4	Andre'	All	124	38	31%	34%	3%	148	75	51%
Reading	4	Andre'	Hispanic	48	12	25%	28%	3%	58	28	48%
Reading	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Andre'	Asian	12	8	67%	70%	3%	12	8	67%
Reading	4	Andre'	African Am.	39	8	21%	24%	3%	51	24	47%
Reading	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Andre'	White	20	9	45%	48%	3%	18	12	67%
Reading	4	Andre'	Two or More	*	*	*	*	*	9	3	33%
Reading	4	Andre'	Eco. Dis.	63	12	19%	22%	3%	92	40	43%
Reading	4	Andre'	LEP Current	22	2	9%	12%	3%	31	5	16%
Reading	4	Andre'	At-Risk	42	9	21%	24%	3%	87	32	37%
Reading	4	Andre'	SPED	7	1	14%	15%	1%	20	2	10%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Andre'	All	135	73	54%	57%	3%	141	95	67%
Reading	5	Andre'	Hispanic	62	33	53%	56%	3%	53	36	68%
Reading	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Andre'	Asian	6	5	83%	86%	3%	15	11	73%
Reading	5	Andre'	African Am.	42	19	45%	48%	3%	47	29	62%
Reading	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Andre'	White	24	16	67%	70%	3%	21	16	76%
Reading	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Reading	5	Andre'	Eco. Dis.	73	34	47%	50%	3%	81	52	64%
Reading	5	Andre'	LEP Current	16	6	38%	41%	3%	24	10	42%
Reading	5	Andre'	At-Risk	73	29	40%	43%	3%	101	62	61%
Reading	5	Andre'	SPED	10	2	20%	21%	1%	9	1	11%
Science	5	Andre'	All	132	46	35%	38%	3%	141	72	51%
Science	5	Andre'	Hispanic	60	20	33%	36%	3%	53	31	58%
Science	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Andre'	Asian	6	4	67%	70%	3%	15	12	80%
Science	5	Andre'	African Am.	42	8	19%	22%	3%	47	14	30%
Science	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Andre'	White	23	14	61%	64%	3%	21	11	52%
Science	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Science	5	Andre'	Eco. Dis.	71	16	23%	26%	3%	81	35	43%
Science	5	Andre'	LEP Current	15	1	7%	10%	3%	24	9	38%
Science	5	Andre'	At-Risk	71	14	20%	23%	3%	101	39	39%
Science	5	Andre'	SPED	10	0	0%	1%	1%	9	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Andre'	All	121	12	10%	11%	1%	149	22	15%
Math	3	Andre'	Hispanic	56	3	5%	6%	1%	79	12	15%
Math	3	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Andre'	Asian	12	4	33%	34%	1%	12	4	33%
Math	3	Andre'	African Am.	32	0	0%	1%	1%	40	2	5%
Math	3	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Andre'	White	16	4	25%	26%	1%	14	3	21%
Math	3	Andre'	Two or More	5	1	20%	21%	1%	*	*	*
Math	3	Andre'	Eco. Dis.	62	5	8%	9%	1%	91	10	11%
Math	3	Andre'	LEP Current	29	1	3%	4%	1%	38	5	13%
Math	3	Andre'	At-Risk	73	6	8%	9%	1%	88	8	9%
Math	3	Andre'	SPED	14	0	0%	1%	1%	11	0	0%
Math	4	Andre'	All	125	17	14%	15%	1%	148	15	10%
Math	4	Andre'	Hispanic	48	8	17%	18%	1%	58	4	7%
Math	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Andre'	Asian	12	3	25%	26%	1%	12	1	8%
Math	4	Andre'	African Am.	40	4	10%	11%	1%	51	3	6%
Math	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Andre'	White	20	2	10%	11%	1%	18	6	33%
Math	4	Andre'	Two or More	*	*	*	*	*	9	1	11%
Math	4	Andre'	Eco. Dis.	63	6	10%	11%	1%	92	8	9%
Math	4	Andre'	LEP Current	22	2	9%	10%	1%	31	1	3%
Math	4	Andre'	At-Risk	42	4	10%	11%	1%	87	3	3%
Math	4	Andre'	SPED	7	1	14%	15%	1%	20	1	5%
Math	5	Andre'	All	135	34	25%	26%	1%	141	37	26%
Math	5	Andre'	Hispanic	62	14	23%	24%	1%	53	18	34%
Math	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Andre'	Asian	6	4	67%	68%	1%	15	8	53%
Math	5	Andre'	African Am.	42	6	14%	15%	1%	47	5	11%
Math	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Andre'	White	24	10	42%	43%	1%	21	4	19%
Math	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Math	5	Andre'	Eco. Dis.	73	8	11%	12%	1%	81	15	19%
Math	5	Andre'	LEP Current	16	0	0%	1%	1%	24	4	17%
Math	5	Andre'	At-Risk	73	10	14%	15%	1%	101	16	16%
Math	5	Andre'	SPED	10	0	0%	1%	1%	9	0	0%

Cypress-Fairbanks Independent School District
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Andre'	All	120	24	20%	21%	1%	149	44	30%
Reading	3	Andre'	Hispanic	56	9	16%	17%	1%	79	22	28%
Reading	3	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Andre'	Asian	11	2	18%	19%	1%	12	5	42%
Reading	3	Andre'	African Am.	32	7	22%	23%	1%	40	10	25%
Reading	3	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Andre'	White	16	5	31%	32%	1%	14	6	43%
Reading	3	Andre'	Two or More	5	1	20%	21%	1%	*	*	*
Reading	3	Andre'	Eco. Dis.	62	8	13%	14%	1%	91	17	19%
Reading	3	Andre'	LEP Current	28	0	0%	1%	1%	38	5	13%
Reading	3	Andre'	At-Risk	72	6	8%	9%	1%	88	13	15%
Reading	3	Andre'	SPED	13	2	15%	16%	1%	11	0	0%
Reading	4	Andre'	All	124	18	15%	16%	1%	148	37	25%
Reading	4	Andre'	Hispanic	48	5	10%	11%	1%	58	12	21%
Reading	4	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Andre'	Asian	12	3	25%	26%	1%	12	4	33%
Reading	4	Andre'	African Am.	39	5	13%	14%	1%	51	10	20%
Reading	4	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Andre'	White	20	4	20%	21%	1%	18	9	50%
Reading	4	Andre'	Two or More	*	*	*	*	*	9	2	22%
Reading	4	Andre'	Eco. Dis.	63	4	6%	7%	1%	92	19	21%
Reading	4	Andre'	LEP Current	22	0	0%	1%	1%	31	1	3%
Reading	4	Andre'	At-Risk	42	3	7%	8%	1%	87	15	17%
Reading	4	Andre'	SPED	7	1	14%	15%	1%	20	1	5%
Reading	5	Andre'	All	135	52	39%	40%	1%	141	61	43%
Reading	5	Andre'	Hispanic	62	23	37%	38%	1%	53	25	47%
Reading	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Andre'	Asian	6	3	50%	51%	1%	15	10	67%
Reading	5	Andre'	African Am.	42	12	29%	30%	1%	47	12	26%
Reading	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Andre'	White	24	14	58%	59%	1%	21	12	57%
Reading	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Reading	5	Andre'	Eco. Dis.	73	22	30%	31%	1%	81	29	36%
Reading	5	Andre'	LEP Current	16	4	25%	26%	1%	24	4	17%
Reading	5	Andre'	At-Risk	73	16	22%	23%	1%	101	35	35%
Reading	5	Andre'	SPED	10	0	0%	1%	1%	9	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Andre'	All	132	18	14%	15%	1%	141	38	27%
Science	5	Andre'	Hispanic	60	6	10%	11%	1%	53	18	34%
Science	5	Andre'	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Andre'	Asian	6	2	33%	34%	1%	15	5	33%
Science	5	Andre'	African Am.	42	3	7%	8%	1%	47	5	11%
Science	5	Andre'	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Andre'	White	23	7	30%	31%	1%	21	7	33%
Science	5	Andre'	Two or More	*	*	*	*	*	*	*	*
Science	5	Andre'	Eco. Dis.	71	4	6%	7%	1%	81	12	15%
Science	5	Andre'	LEP Current	15	0	0%	1%	1%	24	4	17%
Science	5	Andre'	At-Risk	71	5	7%	8%	1%	101	18	18%
Science	5	Andre'	SPED	10	0	0%	1%	1%	9	0	0%

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 56% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
46%	48%	50%	53%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	42%	48%	43%						36%		42%	47%	
2022	44%	50%	45%	NA	NA	NA	NA	NA	38%	NA	44%	49%	NA
2023	46%	52%	47%	NA	NA	NA	NA	NA	40%	NA	46%	51%	NA
2024	49%	55%	50%	NA	NA	NA	NA	NA	43%	NA	49%	54%	NA
2025	52%	58%	53%	NA	NA	NA	NA	NA	46%	NA	52%	57%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	35%	38%	57%						29%		38%	42%	
2022	37%	40%	59%	NA	NA	NA	NA	NA	31%	NA	40%	44%	NA
2023	39%	42%	61%	NA	NA	NA	NA	NA	33%	NA	42%	46%	NA
2024	42%	45%	64%	NA	NA	NA	NA	NA	36%	NA	45%	49%	NA
2025	45%	48%	67%	NA	NA	NA	NA	NA	39%	NA	48%	52%	NA

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Elementary Content Area
Standard Expectations

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

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

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

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.