Cypress-Fairbanks Independent School District

Birkes Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

PAWS for Good Behavior

BIRKES

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

The staff at Birkes Elementary includes 66 classroom teachers, 26 paraprofessionals, 4 interpreters and interpreter interns, 3 support staff, and 12 administrators.

The student population as of October 2021 is:

-28% White

-35% Hispanic

-16% African American

-13% Asian

-7% Two or more races

-42% Economically Disadvantaged

-13% LEP

Demographics Strengths

We have multiple special programs at Birkes. These include being one of two deaf education elementary campuses in the district. In addition, we an Adaptive Behavior Classroom, ECSE for Deaf Education, Pre-Kindergarten, and special education program supporting students with various disabilities.

Student Achievement

Student Achievement Strengths

Third Grade:

Reading - Overall above the district passing average for meets, approaches, and masters

Math -Performed above the district average in all subpops, except one, in masters expectations

Fourth Grade:

Reading - Performed above or at the district average in all subpops, except two in meets expectations

Math - Performed above the district average in all subpops, except one, in meets and masters expectations

Writing - Overall performed above the district average in meets and approaches expectations

Fifth Grade:

Reading - Overall above the district passing average for meets, approaches, and masters

Math - Overall above the district passing average for meets, approaches, and masters (including all subpops)

Science - Overall above the district passing average for meets, approaches, and masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Current Language English Proficient (LEP), Special Education (SPED), and Economically Disadvantaged (ED) students are not performing at the same rate as other student populations. **Root Cause:** Reading: Teachers do not have a clear understanding or knowledge of how to teach specific differentiated strategies for LEP and SPED learners.

Problem Statement 2: Writing: Current LEP and special education students are not performing at the same rate as other student populations. **Root Cause:** Writing: Teachers do not have a clear understanding or knowledge of how to teach specific differentiated strategies for LEP and SPED learners.

Problem Statement 3: Math: Current special education students are not performing at the same rate as other student populations. **Root Cause:** Math: Teachers do not have a clear understanding or knowledge of how to teach specific differentiated strategies for sped learners.

Problem Statement 4: Science: Current LEP students are not performing at the same rate as other student populations. **Root Cause:** Science:Teachers do not have a clear understanding or knowledge of how to teach specific differentiated strategies for LEP learners.

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.

School Culture and Climate

School Culture and Climate Strengths

- Restorative discipline continues to be implemented and practiced through the implementation of Positive Behavior Intervention System (PBIS).
- Security and safety continues to be enhanced with guidance from the district Emergency Operations team.
- Staff and student presence continues to be reinforced with an emphasis placed on decreased absences.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students tend to leave early or take the day off and miss instruction. **Root Cause:** School Culture and Climate: We need to communicate with parents the importance of students staying in class all day and only missing for doctor appointments when absolutely necessary.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- We continue to provide professional development opportunities and support to build teacher capacity.
- Birkes is a desirable campus to work due to our reputation for teamwork and collaboration at all levels. We have a healthy and positive culture among staff.
- We continue to retain all staff, unless losing someone to retirement or a career change, from year-to-year.
- Transfer requests to Birkes are high.
- Our staff is highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is not as high as historical data shows. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage staff to be in class as much as possible and only leave for doctor appointments when absolutely necessary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Due to Covid 19, our staff is working to close the achievement gap. Our campus has implemented "Closing the Gap" time for 30 minutes a day to ensure students are receiving instruction to help minimize the learning gap. In addition, students who did not pass the beginning of the year benchmark or STAAR in 2020-21 are receiving additional instruction through small group intervention.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While most students are accessing the curriculum via a face-to-face instructional model, we still have 6% of our population receiving online instruction resulting in many students not participating as they would face-to-face. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parents are once again invited to engage in community events and meetings such as PTO, Watch DOGs, book fair, etc.

Parents have ongoing communication with teachers via email, phone calls, texts, etc.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents do not always understand "how" or "why" the curriculum is taught the way it is taught. **Root Cause:** Parent and Community Engagement: We need to teach parents the "why" behind how our current curriculum is taught.

School Context and Organization

School Context and Organization Strengths

Our campus consists of multiple committees to support and promote professional development opportunities for staff growth and student involvement.

Technology

Technology Strengths

All students have a one-to-one device to utilize at home and 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

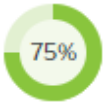
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

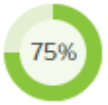
Goals

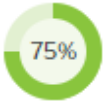
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

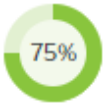
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

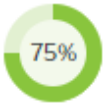
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

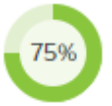
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Reading: Teachers will plan guided reading lessons that focus on phonics, fluency, and comprehension strategies that are effective with special education, ELL, and RtI students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Writing: Commit to implementing research based strategies to increase student stamina and writing fluency for all learners especially those receiving SPED and EL services. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, ISs, and ELAR Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Writing: Our staff will continue to implement editing strategies across all grade levels. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.			

Strategy 4 Details	Formative Reviews		
Strategy 4: Math: Commit to plan meaningful, real-world, hands-on activities in order to provide all sub-populations, including special education, LEP, and RtI students relevance in daily math instruction. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Science: Plan lessons focusing on open-ended and higher level questioning strategies, utilizing the FAQs analyzing/planning for misconceptions. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes small group instruction targeted at specific needs of students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals	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 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: Teachers will tutor at-risk students in small groups of 6 or less	Formative		
Strategy's Expected Result/Impact: 90% of the students in tutoring will show growth in Math based on data from campus-created, grade level assessment **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Core content area interventionist: A reading interventionist will work with students reading two or more levels below what is expected	Formative		
Strategy's Expected Result/Impact: A reading interventionist will work with students reading two or more levels below what is expected **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: We will hire two temporary workers to pull small groups - one for reading and one for math from end of September to first week in December	Formative		
Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 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

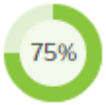
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: We will utilize SCE funds to tutor at-risk students in math small groups of 6 or less. **Strategy's Expected Result/Impact:** 90% of the students in tutoring will show growth in Math based on data from campus-created, grade level assessment **Staff Responsible for Monitoring:** Principal **Funding Sources:** Extra duty pay - Special Allotment: Compensatory Education - $2,883	50%	75%	100%

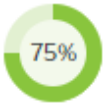
0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 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		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: Project Safety and PBIS lessons are sent to all staff and are presented to all students. APs talk with students regarding our Code of Conduct each semester. Our campus EOP is adjusted and reviewed throughout the year, as needed. **Strategy's Expected Result/Impact:** Staff and students are prepared for an emergency and are equipped with skills focused on creating a positive learning environment. **Staff Responsible for Monitoring:** All staff			

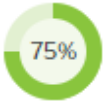
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.			

 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 2021-22 school year, student attendance will be at >96%.

Evaluation Data Sources: Student attendance records

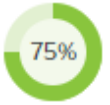
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: Teachers will monitor student attendance and contact parents when students are absent two or more days. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 96%. **Staff Responsible for Monitoring:** Classroom Teachers, Registrar			

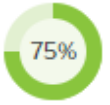
 No Progress Accomplished Continue/Modify Discontinue

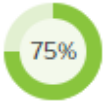
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

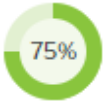
Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

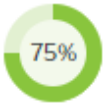
Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Continue to implement and reinforce our PAWS matrix through PBIS. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** All staff	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals. **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will continue to be 0% **Staff Responsible for Monitoring:** Principal, APs	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals. **Strategy's Expected Result/Impact:** Out of school suspensions will continue to be 0%. **Staff Responsible for Monitoring:** Principal, APs	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, APs	Formative		
	Nov	Feb	May
			

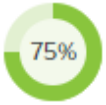
Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, APs, Counselors			

 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 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.)

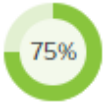
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines. **Strategy's Expected Result/Impact:** Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: Incentives such as duty free lunch/recess and staff meeting recognition will be implemented each nine weeks for staff who are absent one or less times each nine weeks. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Campus Secretary			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: Campus and district level training targeting student and staff needs will be offered through our CFISD Professional Development system and campus based book studies, number talks, restorative practice talks, PBIS development, etc. **Strategy's Expected Result/Impact:** Teachers and students modeling and implementing positive behavior interventions and positive behaviors; fewer discipline referrals due to restorative practice implementation; targeted small group instruction based on instructional strategies **Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	50%	75%	100%

 No Progress 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		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: Zoom and Class Dojo will be utilized to involve parents in supporting students both academically and behaviorally. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors, Classroom Teachers	50%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Birkes Elementary School

Total SCE Funds: $70,000.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Class size reduction

Personnel for Birkes Elementary School

Name	Position	FTE
1 Position	Reaching Enrichment/SGRI Teacher	1
1 position	Teacher	1
1 position	Behavior Interventionist	1

Campus Funding Summary

Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Extra duty pay		$2,883.00
				Sub-Total	$2,883.00

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	Birkes	All	151	117	77%	78%	1%	153	125	82%
Math	3	Birkes	Hispanic	52	38	73%	74%	1%	48	35	73%
Math	3	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Birkes	Asian	21	20	95%	96%	1%	23	22	96%
Math	3	Birkes	African Am.	20	11	55%	56%	1%	29	24	83%
Math	3	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Birkes	White	51	41	80%	81%	1%	40	32	80%
Math	3	Birkes	Two or More	6	6	100%	100%	0%	10	9	90%
Math	3	Birkes	Eco. Dis.	69	45	65%	66%	1%	72	53	74%
Math	3	Birkes	LEP Current	24	15	63%	64%	1%	18	13	72%
Math	3	Birkes	At-Risk	64	42	66%	67%	1%	78	55	71%
Math	3	Birkes	SPED	17	5	29%	30%	1%	16	6	38%
Math	4	Birkes	All	177	134	76%	77%	1%	158	132	84%
Math	4	Birkes	Hispanic	67	50	75%	76%	1%	58	44	76%
Math	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Birkes	Asian	19	15	79%	80%	1%	21	19	90%
Math	4	Birkes	African Am.	37	24	65%	66%	1%	17	11	65%
Math	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Birkes	White	43	37	86%	87%	1%	54	51	94%
Math	4	Birkes	Two or More	10	7	70%	71%	1%	8	7	88%
Math	4	Birkes	Eco. Dis.	66	48	73%	74%	1%	77	58	75%
Math	4	Birkes	LEP Current	19	9	47%	48%	1%	26	20	77%
Math	4	Birkes	At-Risk	55	35	64%	65%	1%	73	50	68%
Math	4	Birkes	SPED	22	5	23%	24%	1%	20	6	30%
Math	5	Birkes	All	177	162	92%	93%	1%	185	170	92%
Math	5	Birkes	Hispanic	58	50	86%	87%	1%	71	64	90%
Math	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Birkes	Asian	23	23	100%	100%	0%	22	21	95%
Math	5	Birkes	African Am.	38	34	89%	90%	1%	40	35	88%
Math	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Birkes	White	54	51	94%	95%	1%	43	42	98%
Math	5	Birkes	Two or More	*	*	*	*	*	8	7	88%
Math	5	Birkes	Eco. Dis.	69	62	90%	91%	1%	69	63	91%
Math	5	Birkes	LEP Current	6	6	100%	100%	0%	20	15	75%
Math	5	Birkes	At-Risk	66	55	83%	84%	1%	110	95	86%
Math	5	Birkes	SPED	22	13	59%	60%	1%	29	17	59%

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	Birkes	All	150	119	79%	80%	1%	153	127	83%
Reading	3	Birkes	Hispanic	51	40	78%	79%	1%	48	38	79%
Reading	3	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Birkes	Asian	21	19	90%	91%	1%	23	22	96%
Reading	3	Birkes	African Am.	20	15	75%	76%	1%	29	22	76%
Reading	3	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Birkes	White	51	40	78%	79%	1%	40	33	83%
Reading	3	Birkes	Two or More	6	4	67%	68%	1%	10	10	100%
Reading	3	Birkes	Eco. Dis.	68	47	69%	70%	1%	72	55	76%
Reading	3	Birkes	LEP Current	23	15	65%	66%	1%	18	12	67%
Reading	3	Birkes	At-Risk	63	42	67%	68%	1%	78	55	71%
Reading	3	Birkes	SPED	17	5	29%	30%	1%	16	5	31%
Reading	4	Birkes	All	177	125	71%	72%	1%	158	138	87%
Reading	4	Birkes	Hispanic	67	42	63%	64%	1%	58	50	86%
Reading	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Birkes	Asian	19	14	74%	75%	1%	21	19	90%
Reading	4	Birkes	African Am.	37	26	70%	71%	1%	17	13	76%
Reading	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Birkes	White	43	35	81%	82%	1%	54	49	91%
Reading	4	Birkes	Two or More	10	7	70%	71%	1%	8	7	88%
Reading	4	Birkes	Eco. Dis.	66	40	61%	62%	1%	77	62	81%
Reading	4	Birkes	LEP Current	19	8	42%	43%	1%	26	18	69%
Reading	4	Birkes	At-Risk	55	34	62%	63%	1%	73	55	75%
Reading	4	Birkes	SPED	22	2	9%	10%	1%	20	7	35%
Reading	5	Birkes	All	178	157	88%	89%	1%	185	158	85%
Reading	5	Birkes	Hispanic	59	47	80%	81%	1%	71	57	80%
Reading	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Birkes	Asian	23	22	96%	97%	1%	22	19	86%
Reading	5	Birkes	African Am.	38	34	89%	90%	1%	40	34	85%
Reading	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Birkes	White	54	51	94%	95%	1%	43	41	95%
Reading	5	Birkes	Two or More	*	*	*	*	*	8	6	75%
Reading	5	Birkes	Eco. Dis.	69	58	84%	85%	1%	69	57	83%
Reading	5	Birkes	LEP Current	6	3	50%	51%	1%	20	12	60%
Reading	5	Birkes	At-Risk	66	47	71%	72%	1%	110	83	75%
Reading	5	Birkes	SPED	22	10	45%	46%	1%	29	13	45%

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	Birkes	All	177	160	90%	91%	1%	185	155	84%
Science	5	Birkes	Hispanic	58	47	81%	82%	1%	71	55	77%
Science	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Birkes	Asian	23	22	96%	97%	1%	22	20	91%
Science	5	Birkes	African Am.	38	36	95%	96%	1%	40	32	80%
Science	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Birkes	White	54	51	94%	95%	1%	43	41	95%
Science	5	Birkes	Two or More	*	*	*	*	*	8	7	88%
Science	5	Birkes	Eco. Dis.	67	61	91%	92%	1%	69	53	77%
Science	5	Birkes	LEP Current	6	3	50%	51%	1%	20	11	55%
Science	5	Birkes	At-Risk	66	51	77%	78%	1%	110	81	74%
Science	5	Birkes	SPED	23	15	65%	66%	1%	29	12	41%

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	Birkes	All	177	104	59%	60%	1%	158	106	67%
Math	4	Birkes	Hispanic	67	36	54%	55%	1%	58	34	59%
Math	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Birkes	Asian	19	13	68%	69%	1%	21	18	86%
Math	4	Birkes	African Am.	37	16	43%	44%	1%	17	8	47%
Math	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Birkes	White	43	34	79%	80%	1%	54	42	78%
Math	4	Birkes	Two or More	10	5	50%	51%	1%	8	4	50%
Math	4	Birkes	Eco. Dis.	66	36	55%	56%	1%	77	41	53%
Math	4	Birkes	LEP Current	19	7	37%	38%	1%	26	11	42%
Math	4	Birkes	At-Risk	55	26	47%	48%	1%	73	32	44%
Math	4	Birkes	SPED	22	2	9%	10%	1%	20	3	15%
Math	5	Birkes	All	177	142	80%	81%	1%	185	135	73%
Math	5	Birkes	Hispanic	58	44	76%	77%	1%	71	44	62%
Math	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Birkes	Asian	23	22	96%	97%	1%	22	19	86%
Math	5	Birkes	African Am.	38	27	71%	72%	1%	40	29	73%
Math	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Birkes	White	54	46	85%	86%	1%	43	39	91%
Math	5	Birkes	Two or More	*	*	*	*	*	8	4	50%
Math	5	Birkes	Eco. Dis.	69	50	72%	73%	1%	69	44	64%
Math	5	Birkes	LEP Current	6	4	67%	68%	1%	20	10	50%
Math	5	Birkes	At-Risk	66	42	64%	65%	1%	110	63	57%
Math	5	Birkes	SPED	22	10	45%	46%	1%	29	4	14%
Reading	4	Birkes	All	177	72	41%	42%	1%	158	116	73%
Reading	4	Birkes	Hispanic	67	22	33%	34%	1%	58	36	62%
Reading	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Birkes	Asian	19	12	63%	64%	1%	21	17	81%
Reading	4	Birkes	African Am.	37	11	30%	31%	1%	17	12	71%
Reading	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Birkes	White	43	24	56%	57%	1%	54	45	83%
Reading	4	Birkes	Two or More	10	3	30%	31%	1%	8	6	75%
Reading	4	Birkes	Eco. Dis.	66	25	38%	39%	1%	77	49	64%
Reading	4	Birkes	LEP Current	19	2	11%	12%	1%	26	13	50%
Reading	4	Birkes	At-Risk	55	17	31%	32%	1%	73	39	53%
Reading	4	Birkes	SPED	22	0	0%	10%	10%	20	5	25%

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	Birkes	All	178	119	67%	68%	1%	185	131	71%
Reading	5	Birkes	Hispanic	59	37	63%	64%	1%	71	46	65%
Reading	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Birkes	Asian	23	20	87%	88%	1%	22	18	82%
Reading	5	Birkes	African Am.	38	27	71%	72%	1%	40	28	70%
Reading	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Birkes	White	54	33	61%	62%	1%	43	35	81%
Reading	5	Birkes	Two or More	*	*	*	*	*	8	4	50%
Reading	5	Birkes	Eco. Dis.	69	41	59%	60%	1%	69	43	62%
Reading	5	Birkes	LEP Current	6	2	33%	34%	1%	20	7	35%
Reading	5	Birkes	At-Risk	66	26	39%	40%	1%	110	58	53%
Reading	5	Birkes	SPED	22	6	27%	28%	1%	29	3	10%
Science	5	Birkes	All	177	111	63%	64%	1%	185	113	61%
Science	5	Birkes	Hispanic	58	30	52%	53%	1%	71	35	49%
Science	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Birkes	Asian	23	19	83%	84%	1%	22	15	68%
Science	5	Birkes	African Am.	38	23	61%	62%	1%	40	22	55%
Science	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Birkes	White	54	37	69%	70%	1%	43	36	84%
Science	5	Birkes	Two or More	*	*	*	*	*	8	5	63%
Science	5	Birkes	Eco. Dis.	67	37	55%	56%	1%	69	36	52%
Science	5	Birkes	LEP Current	6	1	17%	18%	1%	20	5	25%
Science	5	Birkes	At-Risk	66	22	33%	34%	1%	110	48	44%
Science	5	Birkes	SPED	23	6	26%	27%	1%	29	3	10%

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	Birkes	All	151	33	22%	23%	1%	153	36	24%
Math	3	Birkes	Hispanic	52	8	15%	16%	1%	48	5	10%
Math	3	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Birkes	Asian	21	10	48%	49%	1%	23	9	39%
Math	3	Birkes	African Am.	20	3	15%	16%	1%	29	4	14%
Math	3	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Birkes	White	51	10	20%	21%	1%	40	12	30%
Math	3	Birkes	Two or More	6	1	17%	18%	1%	10	6	60%
Math	3	Birkes	Eco. Dis.	69	13	19%	20%	1%	72	12	17%
Math	3	Birkes	LEP Current	24	3	13%	14%	1%	18	3	17%
Math	3	Birkes	At-Risk	64	11	17%	18%	1%	78	10	13%
Math	3	Birkes	SPED	17	2	12%	13%	1%	16	1	6%
Math	4	Birkes	All	177	69	39%	40%	1%	158	69	44%
Math	4	Birkes	Hispanic	67	22	33%	34%	1%	58	21	36%
Math	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Birkes	Asian	19	11	58%	59%	1%	21	12	57%
Math	4	Birkes	African Am.	37	11	30%	31%	1%	17	5	29%
Math	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Birkes	White	43	22	51%	52%	1%	54	29	54%
Math	4	Birkes	Two or More	10	3	30%	31%	1%	8	2	25%
Math	4	Birkes	Eco. Dis.	66	23	35%	36%	1%	77	25	32%
Math	4	Birkes	LEP Current	19	4	21%	22%	1%	26	8	31%
Math	4	Birkes	At-Risk	55	13	24%	25%	1%	73	18	25%
Math	4	Birkes	SPED	22	1	5%	6%	1%	20	2	10%
Math	5	Birkes	All	177	104	59%	60%	1%	185	88	48%
Math	5	Birkes	Hispanic	58	30	52%	53%	1%	71	24	34%
Math	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Birkes	Asian	23	19	83%	84%	1%	22	15	68%
Math	5	Birkes	African Am.	38	17	45%	46%	1%	40	18	45%
Math	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Birkes	White	54	35	65%	66%	1%	43	28	65%
Math	5	Birkes	Two or More	*	*	*	*	*	8	3	38%
Math	5	Birkes	Eco. Dis.	69	30	43%	44%	1%	69	23	33%
Math	5	Birkes	LEP Current	6	1	17%	18%	1%	20	4	20%
Math	5	Birkes	At-Risk	66	26	39%	40%	1%	110	31	28%
Math	5	Birkes	SPED	22	8	36%	37%	1%	29	2	7%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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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	Birkes	All	150	50	33%	34%	1%	153	54	35%
Reading	3	Birkes	Hispanic	51	15	29%	30%	1%	48	13	27%
Reading	3	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Birkes	Asian	21	5	24%	25%	1%	23	11	48%
Reading	3	Birkes	African Am.	20	7	35%	36%	1%	29	8	28%
Reading	3	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Birkes	White	51	20	39%	40%	1%	40	17	43%
Reading	3	Birkes	Two or More	6	2	33%	34%	1%	10	4	40%
Reading	3	Birkes	Eco. Dis.	68	13	19%	20%	1%	72	21	29%
Reading	3	Birkes	LEP Current	23	2	9%	10%	1%	18	3	17%
Reading	3	Birkes	At-Risk	63	9	14%	15%	1%	78	15	19%
Reading	3	Birkes	SPED	17	2	12%	13%	1%	16	2	13%
Reading	4	Birkes	All	177	38	21%	22%	1%	158	69	44%
Reading	4	Birkes	Hispanic	67	12	18%	19%	1%	58	18	31%
Reading	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Birkes	Asian	19	7	37%	38%	1%	21	11	52%
Reading	4	Birkes	African Am.	37	5	14%	15%	1%	17	8	47%
Reading	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Birkes	White	43	12	28%	29%	1%	54	31	57%
Reading	4	Birkes	Two or More	10	2	20%	21%	1%	8	1	13%
Reading	4	Birkes	Eco. Dis.	66	14	21%	22%	1%	77	22	29%
Reading	4	Birkes	LEP Current	19	1	5%	6%	1%	26	6	23%
Reading	4	Birkes	At-Risk	55	10	18%	19%	1%	73	20	27%
Reading	4	Birkes	SPED	22	0	0%	10%	10%	20	3	15%
Reading	5	Birkes	All	178	101	57%	58%	1%	185	85	46%
Reading	5	Birkes	Hispanic	59	30	51%	52%	1%	71	27	38%
Reading	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Birkes	Asian	23	17	74%	75%	1%	22	16	73%
Reading	5	Birkes	African Am.	38	22	58%	59%	1%	40	15	38%
Reading	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Birkes	White	54	30	56%	57%	1%	43	25	58%
Reading	5	Birkes	Two or More	*	*	*	*	*	8	2	25%
Reading	5	Birkes	Eco. Dis.	69	32	46%	47%	1%	69	27	39%
Reading	5	Birkes	LEP Current	6	1	17%	18%	1%	20	3	15%
Reading	5	Birkes	At-Risk	66	20	30%	31%	1%	110	34	31%
Reading	5	Birkes	SPED	22	6	27%	28%	1%	29	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	Birkes	All	177	62	35%	36%	1%	185	49	26%
Science	5	Birkes	Hispanic	58	14	24%	25%	1%	71	10	14%
Science	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Birkes	Asian	23	15	65%	66%	1%	22	9	41%
Science	5	Birkes	African Am.	38	10	26%	27%	1%	40	10	25%
Science	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Birkes	White	54	21	39%	40%	1%	43	19	44%
Science	5	Birkes	Two or More	*	*	*	*	*	8	1	13%
Science	5	Birkes	Eco. Dis.	67	14	21%	22%	1%	69	11	16%
Science	5	Birkes	LEP Current	6	0	0%	10%	10%	20	0	0%
Science	5	Birkes	At-Risk	66	9	14%	15%	1%	110	17	15%
Science	5	Birkes	SPED	23	4	17%	18%	1%	29	1	3%

Birkes

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 63% to 73% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
63%	65%	67%	70%	73%

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	54%	56%	74%		74%				51%		70%	63%	
2022	56%	58%	76%	NA	76%	NA	NA	NA	53%	NA	72%	65%	NA
2023	58%	60%	78%	NA	78%	NA	NA	NA	55%	NA	74%	67%	NA
2024	61%	63%	81%	NA	81%	NA	NA	NA	58%	NA	77%	70%	NA
2025	64%	66%	84%	NA	84%	NA	NA	NA	61%	NA	80%	73%	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 65% to 75% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
65%	67%	69%	72%	75%

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	54%	50%	78%		81%				50%		63%	66%	
2022	56%	52%	80%	NA	83%	NA	NA	NA	52%	NA	65%	68%	NA
2023	58%	54%	82%	NA	85%	NA	NA	NA	54%	NA	67%	70%	NA
2024	61%	57%	85%	NA	88%	NA	NA	NA	57%	NA	70%	73%	NA
2025	64%	60%	88%	NA	91%	NA	NA	NA	60%	NA	73%	76%	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.

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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