

Cypress-Fairbanks Independent School District

Black Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

The staff at Black Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. Our mission is to collaborate with staff, students, families and community members to provide a safe, nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. The Black Elementary student will be: an effective communicator; a competent problem solver; a self-directed learner; a responsible citizen, and a quality producer.

Vision

Educating the whole child: mind, body and spirit.

Do your Bearkat B.E.S.T.!

Be Respectful

Effort

Self-Control

Trustworthy

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

The 2020-21 State Accountability System report denoted the following STAAR performance for all student groups and content areas combined:

Approaches Grade Level: 71%

Meets Grade Level: 41%

Masters Grade Level: 23%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our AA, ED, LEP and SPED students consistently score lower than our target goals across the grade levels. **Root Cause:** Reading: Teachers need to build student's understanding of social and academic vocabulary and build schema through modeling, and direct/explicit instruction which is done in small group lessons.

Problem Statement 2: Writing: Our ED and SPED students consistently score lower than our target goals across grade levels. **Root Cause:** Writing: Teachers need to build student's understanding of social and academic vocabulary and build schema through modeling, and direct/explicit instruction which is done in small group lessons.

Problem Statement 3: Math: Our ED, LEP and SPED students consistently score lower than our target goals across grade levels. **Root Cause:** Math: Teachers need to build student's understanding of social and academic vocabulary and build schema through modeling, and direct/explicit instruction which is done in small group lessons.

Problem Statement 4: Science: Our LEP students consistently score lower than all other sub populations in 5th grade. **Root Cause:** Science: Teachers need to provide students with hands-on experiences while encouraging the use of strong academic language.

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

Black Elementary continues to implement all safety procedures and maintains a productive and safe environment for all staff and students. All emergency operation practices are implemented and all drills are completed.

Other strengths include:

In 2021-2022 our office referrals decreased significantly in 4th and 5th grade from the previous year.

Overall suspensions and removals decreased as well.

Social Skills and PBIS expectations were explicitly taught during Social Circle each day and positively reinforced on a regular basis through Bearkat Bucks, PICK 6 and Bearkat Elite. From January 2021-May 5, 2021, Mrs. Mote made six positive phone calls home EACH day based on teacher nominations. Students' names were announced each morning and then phone calls were made throughout the day. Students received a certificate and signed the window outside the principal's office. Regular Bearkat Elite celebrations motivated students to reach and maintain this status in the spring and we will be implementing this program sooner this year.

According to EBS survey, 91% of the surveyed feel there are procedures in place to address emergency/dangerous situations, 91% say a school administrator is an active participant in the support team and 97% say that expected student behaviors and routines in classrooms are stated positively and defined clearly. All of these are above the norms.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Schoolwide discipline procedures inclusive of PBIS strategies are not consistently implemented. **Root Cause:** School Culture and Climate: Staff needs additional training and resources to support PBIS and behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All of our teachers are highly qualified. Teachers participate in specific professional development opportunities based on student/campus needs which results in not only the growth of our teachers' best practices, but there is an increase in student achievement as indicated on STAAR and district assessments.

We include teachers and additional staff on interview panels for our openings. Teacher input is imperative as we continue to fill the campus with highly qualified staff members who share the same goals and vision for educating our students. Staff are committed to the campus vision and strive to live it out in their daily interactions with the students.

CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated and student-centered instruction in order to best meet the needs of the students. Campus administrators provided timely and specific feedback regarding instructional practices. Professional development opportunities are provided throughout the year based on teacher and student needs across all grade levels and content areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is still below 97%. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals need to better understand the value of attendance and the effect it has on students.

Parent and Community Engagement

Parent and Community Engagement Strengths

We have active business partners who support our school: HEB, Marco's Pizza, Kroger, Spring Creek BBQ and Chick-Fil-A. HEB provides anti-bullying lessons to our Kindergarten and 2nd graders, supports our Family Night with snacks and prizes, participates on CPOC and additional financial support throughout the year. Spring Creek BBQ, Marco's pizza and Chick-Fil-A give us the opportunity to have regular spirit nights which provide funds back to the school. Kroger has their give back program as well.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Decrease in number of volunteer hours. **Root Cause:** Parent and Community Engagement: We need to provide volunteer opportunities to our working parents.

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

Goals







Revised/Approved: October 19, 2021









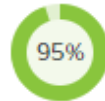







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2021, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading/ELA: -Staff will be utilizing monitoring notebooks to track individual student progress. -We will use data from our notebooks, checkpoints, observations and benchmarks to create and adjust small group lessons to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Small group instruction will result in increased student performance.</p> <p>Staff Responsible for Monitoring: IS, Classroom Teachers, Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: -Staff will be utilizing monitoring notebooks to track individual student progress. -We will use data from our notebooks, checkpoints, observations and benchmarks to create and adjust small group lessons to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Small group instruction will result in increased student performance.</p> <p>Staff Responsible for Monitoring: IS, Classroom Teachers, Administrators</p> <p>Funding Sources: Books with direct intervention lessons - ESSER III - \$6,000</p>	Formative		
	Nov	Feb	May
			










Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Plan and produce lessons that include cross-curricular opportunities for students to engage in the writing process.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS, Classroom Teachers, Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math:</p> <p>-Staff will be utilizing monitoring notebooks to track individual student progress.</p> <p>-We will use data from our notebooks, checkpoints, observations and benchmarks to create and adjust small group lessons to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Small group instruction will result in increased student performance.</p> <p>Staff Responsible for Monitoring: IS, Math Teachers, Administrators</p> <p>Funding Sources: Dreambox intervention program - ESSER III - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Provide hands on instruction and activities to develop connections to the learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science teachers, IS, Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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 on differentiated skills as well as planned activities for those not in small group to be spiralling learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, IS's, Administrators</p>	Formative		
	Nov	Feb	May
			
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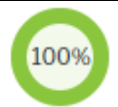




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before school tutoring (reading)</p> <p>Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from the average score of pre to post assessments in their grade level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - ESSER III - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before school tutoring (math)</p> <p>Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from the average score of pre to post math assessments in their grade level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - ESSER III - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core content area specialist (primary grades PK, K, 1)</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year 90% of our students in K-5 will be meeting grade level standards in both reading and math.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Leading Learning Series: STAAR4Ward - This PD series will provide leadership and content capacity training for AP's, IS's, Teacher, Paras and Interventionists</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, students being seen by intervention teachers (ARIP & IS's & Tutoring Teachers) will increase their independent reading levels by at least one year's growth from the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - ESSER III - \$1,200</p>	Formative		
	Nov	Feb	May
			
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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

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in grades 3-5 who fail the middle of the year assessments in reading and math will be pulled into small groups to focus on misunderstandings and gaps in the learning.</p> <p>Strategy's Expected Result/Impact: The students will meet "approaches" standard or higher on the STAAR assessments in the content area addressed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, AMIP/ARIP Teachers</p> <p>Funding Sources: Temporary Workers and Supplies - Special Allotment: Compensatory Education - \$3,146</p>	Formative		
	Nov	Feb	May
			
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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

Summative Evaluation: Met Objective

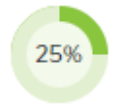






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff will be trained in the district's safety policies.</p> <p>Strategy's Expected Result/Impact: Executing the district safety policies will create a safe environment for our students to grow and learn.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Attendance will be tracked monthly. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%. Staff Responsible for Monitoring: Registrar, Administrators and classroom teachers	Formative		
	Nov	Feb	May
			
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



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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will use teachable moments and give students tools to make appropriate choices in regards to their behavior. (conflict resolution, BBR, PBIS, Sanford Harmony, NPFH, restorative practice continuum)</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 20%.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Staff, DMC specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Staff will seek alternative disciplinary consequences in lieu of in school suspension when appropriate.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, DMC Specialist, Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Staff will seek alternative disciplinary consequences in lieu of outs of school suspension when appropriate.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Staff, DMC specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: In order reduce the number of discretionary placements of African American students we will implement restorative practices and implement alternative disciplinary consequences in lieu of SOS.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, DMC specialist, Staff</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Our campus will continue to use and teach, Project safety, PBIS, NPFH, Red Ribbon week for drug awareness, and Sanford Harmony prevention trainings to promote positive behaviors over violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, DMC specialist, teachers, staff</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 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.)

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored each month. Staff with a 97% or higher attendance rate will be recognized in the staff bulletin.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 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

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models.</p> <p>Strategy's Expected Result/Impact: Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students learning.</p> <p>Staff Responsible for Monitoring: Administrators, IS's</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will be as involved as possible while following COVID19 procedures.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide a variety of volunteer opportunities in which to engage parents and families both in person and virtually.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will continue while following COVID protocols.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Black Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Black Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Teacher	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books with direct intervention lessons		\$6,000.00
1	1	4	Dreambox intervention program		\$5,000.00
1	2	1			\$5,000.00
1	2	2			\$5,000.00
1	2	3			\$70,000.00
1	2	4			\$1,200.00
Sub-Total					\$92,200.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Temporary Workers and Supplies		\$3,146.00
Sub-Total					\$3,146.00

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	Black	All	156	94	60%	61%	1%	184	153	83%
Math	3	Black	Hispanic	55	30	55%	56%	1%	61	48	79%
Math	3	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Black	Asian	8	6	75%	76%	1%	17	16	94%
Math	3	Black	African Am.	18	6	33%	34%	1%	20	14	70%
Math	3	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Black	White	67	49	73%	74%	1%	76	66	87%
Math	3	Black	Two or More	7	2	29%	30%	1%	9	8	89%
Math	3	Black	Eco. Dis.	62	25	40%	41%	1%	83	63	76%
Math	3	Black	LEP Current	28	14	50%	51%	1%	36	27	75%
Math	3	Black	At-Risk	85	39	46%	47%	1%	99	70	71%
Math	3	Black	SPED	16	2	13%	14%	1%	18	12	67%
Math	4	Black	All	161	94	58%	59%	1%	155	118	76%
Math	4	Black	Hispanic	60	26	43%	44%	1%	48	37	77%
Math	4	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Black	Asian	10	9	90%	91%	1%	11	11	100%
Math	4	Black	African Am.	10	4	40%	41%	1%	17	9	53%
Math	4	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Black	White	74	52	70%	71%	1%	71	55	77%
Math	4	Black	Two or More	6	2	33%	34%	1%	7	5	71%
Math	4	Black	Eco. Dis.	61	27	44%	45%	1%	65	43	66%
Math	4	Black	LEP Current	30	12	40%	41%	1%	25	19	76%
Math	4	Black	At-Risk	51	24	47%	48%	1%	87	61	70%
Math	4	Black	SPED	14	3	21%	22%	1%	20	8	40%
Math	5	Black	All	143	115	80%	81%	1%	178	152	85%
Math	5	Black	Hispanic	61	44	72%	73%	1%	63	50	79%
Math	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Black	Asian	*	*	*	*	*	9	7	78%
Math	5	Black	African Am.	18	13	72%	73%	1%	21	16	76%
Math	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Black	White	58	54	93%	94%	1%	76	71	93%
Math	5	Black	Two or More	*	*	*	*	*	8	7	88%
Math	5	Black	Eco. Dis.	57	35	61%	62%	1%	76	64	84%
Math	5	Black	LEP Current	18	7	39%	40%	1%	31	24	77%
Math	5	Black	At-Risk	65	38	58%	59%	1%	117	96	82%
Math	5	Black	SPED	14	10	71%	72%	1%	18	9	50%

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	Black	All	156	113	72%	73%	1%	184	157	85%
Reading	3	Black	Hispanic	55	39	71%	72%	1%	61	50	82%
Reading	3	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Black	Asian	8	8	100%	100%	0%	17	14	82%
Reading	3	Black	African Am.	18	7	39%	40%	1%	20	17	85%
Reading	3	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Black	White	67	54	81%	82%	1%	76	66	87%
Reading	3	Black	Two or More	7	4	57%	58%	1%	9	9	100%
Reading	3	Black	Eco. Dis.	62	33	53%	54%	1%	83	71	86%
Reading	3	Black	LEP Current	28	19	68%	69%	1%	36	26	72%
Reading	3	Black	At-Risk	85	51	60%	61%	1%	99	73	74%
Reading	3	Black	SPED	16	3	19%	20%	1%	18	10	56%
Reading	4	Black	All	161	112	70%	71%	1%	154	137	89%
Reading	4	Black	Hispanic	60	34	57%	58%	1%	48	40	83%
Reading	4	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Black	Asian	10	7	70%	71%	1%	10	10	100%
Reading	4	Black	African Am.	10	5	50%	51%	1%	17	13	76%
Reading	4	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Black	White	74	62	84%	85%	1%	71	66	93%
Reading	4	Black	Two or More	6	3	50%	51%	1%	7	7	100%
Reading	4	Black	Eco. Dis.	61	35	57%	58%	1%	64	53	83%
Reading	4	Black	LEP Current	30	14	47%	48%	1%	25	23	92%
Reading	4	Black	At-Risk	51	28	55%	56%	1%	86	71	83%
Reading	4	Black	SPED	14	3	21%	22%	1%	20	8	40%
Reading	5	Black	All	143	119	83%	84%	1%	178	154	87%
Reading	5	Black	Hispanic	61	45	74%	75%	1%	63	50	79%
Reading	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Black	Asian	*	*	*	*	*	9	8	89%
Reading	5	Black	African Am.	18	15	83%	84%	1%	21	19	90%
Reading	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Black	White	58	54	93%	94%	1%	76	69	91%
Reading	5	Black	Two or More	*	*	*	*	*	8	7	88%
Reading	5	Black	Eco. Dis.	57	40	70%	71%	1%	76	62	82%
Reading	5	Black	LEP Current	18	6	33%	34%	1%	31	23	74%
Reading	5	Black	At-Risk	65	43	66%	67%	1%	117	94	80%
Reading	5	Black	SPED	14	8	57%	58%	1%	18	8	44%

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	Black	All	143	113	79%	80%	1%	178	144	81%
Science	5	Black	Hispanic	61	43	70%	71%	1%	63	45	71%
Science	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Black	Asian	*	*	*	*	*	9	8	89%
Science	5	Black	African Am.	18	13	72%	73%	1%	21	14	67%
Science	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Black	White	58	52	90%	91%	1%	76	69	91%
Science	5	Black	Two or More	*	*	*	*	*	8	7	88%
Science	5	Black	Eco. Dis.	57	36	63%	64%	1%	76	56	74%
Science	5	Black	LEP Current	18	5	28%	29%	1%	31	19	61%
Science	5	Black	At-Risk	65	38	58%	59%	1%	117	87	74%
Science	5	Black	SPED	14	7	50%	51%	1%	18	6	33%

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	Black	All	161	53	33%	34%	1%	155	69	45%
Math	4	Black	Hispanic	60	11	18%	19%	1%	48	18	38%
Math	4	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Black	Asian	10	5	50%	51%	1%	11	8	73%
Math	4	Black	African Am.	10	2	20%	21%	1%	17	4	24%
Math	4	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Black	White	74	34	46%	47%	1%	71	37	52%
Math	4	Black	Two or More	6	1	17%	18%	1%	7	1	14%
Math	4	Black	Eco. Dis.	61	10	16%	17%	1%	65	24	37%
Math	4	Black	LEP Current	30	3	10%	11%	1%	25	13	52%
Math	4	Black	At-Risk	51	9	18%	19%	1%	87	30	34%
Math	4	Black	SPED	14	2	14%	15%	1%	20	0	0%
Math	5	Black	All	143	78	55%	56%	1%	178	118	66%
Math	5	Black	Hispanic	61	25	41%	42%	1%	63	34	54%
Math	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Black	Asian	*	*	*	*	*	9	7	78%
Math	5	Black	African Am.	18	10	56%	57%	1%	21	11	52%
Math	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Black	White	58	41	71%	72%	1%	76	58	76%
Math	5	Black	Two or More	*	*	*	*	*	8	7	88%
Math	5	Black	Eco. Dis.	57	21	37%	38%	1%	76	44	58%
Math	5	Black	LEP Current	18	0	0%	1%	1%	31	15	48%
Math	5	Black	At-Risk	65	16	25%	26%	1%	117	64	55%
Math	5	Black	SPED	14	5	36%	37%	1%	18	1	6%
Reading	4	Black	All	161	73	45%	46%	1%	154	100	65%
Reading	4	Black	Hispanic	60	20	33%	34%	1%	48	26	54%
Reading	4	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Black	Asian	10	7	70%	71%	1%	10	8	80%
Reading	4	Black	African Am.	10	1	10%	11%	1%	17	7	41%
Reading	4	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Black	White	74	43	58%	59%	1%	71	52	73%
Reading	4	Black	Two or More	6	1	17%	18%	1%	7	6	86%
Reading	4	Black	Eco. Dis.	61	20	33%	34%	1%	64	33	52%
Reading	4	Black	LEP Current	30	6	20%	21%	1%	25	15	60%
Reading	4	Black	At-Risk	51	17	33%	34%	1%	86	42	49%
Reading	4	Black	SPED	14	3	21%	22%	1%	20	1	5%

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	Black	All	143	86	60%	61%	1%	178	119	67%
Reading	5	Black	Hispanic	61	30	49%	50%	1%	63	38	60%
Reading	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Black	Asian	*	*	*	*	*	9	7	78%
Reading	5	Black	African Am.	18	12	67%	68%	1%	21	12	57%
Reading	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Black	White	58	40	69%	70%	1%	76	54	71%
Reading	5	Black	Two or More	*	*	*	*	*	8	7	88%
Reading	5	Black	Eco. Dis.	57	21	37%	38%	1%	76	45	59%
Reading	5	Black	LEP Current	18	3	17%	18%	1%	31	15	48%
Reading	5	Black	At-Risk	65	24	37%	38%	1%	117	67	57%
Reading	5	Black	SPED	14	6	43%	44%	1%	18	3	17%
Science	5	Black	All	143	66	46%	47%	1%	178	95	53%
Science	5	Black	Hispanic	61	23	38%	39%	1%	63	22	35%
Science	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Black	Asian	*	*	*	*	*	9	5	56%
Science	5	Black	African Am.	18	5	28%	29%	1%	21	8	38%
Science	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Black	White	58	36	62%	63%	1%	76	53	70%
Science	5	Black	Two or More	*	*	*	*	*	8	6	75%
Science	5	Black	Eco. Dis.	57	16	28%	29%	1%	76	32	42%
Science	5	Black	LEP Current	18	0	0%	1%	1%	31	6	19%
Science	5	Black	At-Risk	65	13	20%	21%	1%	117	46	39%
Science	5	Black	SPED	14	5	36%	37%	1%	18	1	6%

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	Black	All	156	13	8%	9%	1%	184	47	26%
Math	3	Black	Hispanic	55	0	0%	1%	1%	61	12	20%
Math	3	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Black	Asian	8	1	13%	14%	1%	17	8	47%
Math	3	Black	African Am.	18	0	0%	1%	1%	20	4	20%
Math	3	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Black	White	67	12	18%	19%	1%	76	21	28%
Math	3	Black	Two or More	7	0	0%	1%	1%	9	2	22%
Math	3	Black	Eco. Dis.	62	2	3%	4%	1%	83	15	18%
Math	3	Black	LEP Current	28	0	0%	1%	1%	36	6	17%
Math	3	Black	At-Risk	85	1	1%	2%	1%	99	11	11%
Math	3	Black	SPED	16	0	0%	1%	1%	18	0	0%
Math	4	Black	All	161	36	22%	23%	1%	155	31	20%
Math	4	Black	Hispanic	60	7	12%	13%	1%	48	4	8%
Math	4	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Black	Asian	10	5	50%	51%	1%	11	4	36%
Math	4	Black	African Am.	10	1	10%	11%	1%	17	1	6%
Math	4	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Black	White	74	23	31%	32%	1%	71	21	30%
Math	4	Black	Two or More	6	0	0%	1%	1%	7	1	14%
Math	4	Black	Eco. Dis.	61	7	11%	12%	1%	65	9	14%
Math	4	Black	LEP Current	30	1	3%	4%	1%	25	5	20%
Math	4	Black	At-Risk	51	5	10%	11%	1%	87	10	11%
Math	4	Black	SPED	14	2	14%	15%	1%	20	0	0%
Math	5	Black	All	143	56	39%	40%	1%	178	65	37%
Math	5	Black	Hispanic	61	18	30%	31%	1%	63	17	27%
Math	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Black	Asian	*	*	*	*	*	9	6	67%
Math	5	Black	African Am.	18	5	28%	29%	1%	21	3	14%
Math	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Black	White	58	31	53%	54%	1%	76	37	49%
Math	5	Black	Two or More	*	*	*	*	*	8	2	25%
Math	5	Black	Eco. Dis.	57	13	23%	24%	1%	76	23	30%
Math	5	Black	LEP Current	18	0	0%	1%	1%	31	5	16%
Math	5	Black	At-Risk	65	9	14%	15%	1%	117	29	25%
Math	5	Black	SPED	14	4	29%	30%	1%	18	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	
					#	%				#	%
Reading	3	Black	All	156	26	17%	18%	1%	184	76	41%
Reading	3	Black	Hispanic	55	5	9%	10%	1%	61	19	31%
Reading	3	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Black	Asian	8	0	0%	1%	1%	17	9	53%
Reading	3	Black	African Am.	18	2	11%	12%	1%	20	4	20%
Reading	3	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Black	White	67	17	25%	26%	1%	76	40	53%
Reading	3	Black	Two or More	7	1	14%	15%	1%	9	4	44%
Reading	3	Black	Eco. Dis.	62	6	10%	11%	1%	83	25	30%
Reading	3	Black	LEP Current	28	2	7%	8%	1%	36	6	17%
Reading	3	Black	At-Risk	85	7	8%	9%	1%	99	19	19%
Reading	3	Black	SPED	16	1	6%	7%	1%	18	3	17%
Reading	4	Black	All	161	35	22%	23%	1%	154	59	38%
Reading	4	Black	Hispanic	60	9	15%	16%	1%	48	17	35%
Reading	4	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Black	Asian	10	4	40%	41%	1%	10	3	30%
Reading	4	Black	African Am.	10	0	0%	1%	1%	17	5	29%
Reading	4	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Black	White	74	21	28%	29%	1%	71	31	44%
Reading	4	Black	Two or More	6	1	17%	18%	1%	7	2	29%
Reading	4	Black	Eco. Dis.	61	8	13%	14%	1%	64	16	25%
Reading	4	Black	LEP Current	30	2	7%	8%	1%	25	8	32%
Reading	4	Black	At-Risk	51	8	16%	17%	1%	86	19	22%
Reading	4	Black	SPED	14	1	7%	8%	1%	20	1	5%
Reading	5	Black	All	143	63	44%	45%	1%	178	93	52%
Reading	5	Black	Hispanic	61	23	38%	39%	1%	63	27	43%
Reading	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Black	Asian	*	*	*	*	*	9	7	78%
Reading	5	Black	African Am.	18	9	50%	51%	1%	21	8	38%
Reading	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Black	White	58	28	48%	49%	1%	76	46	61%
Reading	5	Black	Two or More	*	*	*	*	*	8	5	63%
Reading	5	Black	Eco. Dis.	57	16	28%	29%	1%	76	33	43%
Reading	5	Black	LEP Current	18	1	6%	7%	1%	31	7	23%
Reading	5	Black	At-Risk	65	13	20%	21%	1%	117	45	38%
Reading	5	Black	SPED	14	4	29%	30%	1%	18	1	6%

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	Black	All	143	39	27%	28%	1%	178	53	30%
Science	5	Black	Hispanic	61	9	15%	16%	1%	63	12	19%
Science	5	Black	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Black	Asian	*	*	*	*	*	9	5	56%
Science	5	Black	African Am.	18	2	11%	12%	1%	21	3	14%
Science	5	Black	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Black	White	58	26	45%	46%	1%	76	29	38%
Science	5	Black	Two or More	*	*	*	*	*	8	4	50%
Science	5	Black	Eco. Dis.	57	10	18%	19%	1%	76	16	21%
Science	5	Black	LEP Current	18	0	0%	1%	1%	31	2	6%
Science	5	Black	At-Risk	65	6	9%	10%	1%	117	22	19%
Science	5	Black	SPED	14	5	36%	37%	1%	18	1	6%

Black

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 58% to 68% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
58%	60%	62%	65%	68%

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		47%	65%						45%		43%	61%	44%
2022	NA	49%	67%	NA	NA	NA	NA	NA	47%	NA	45%	63%	46%
2023	NA	51%	69%	NA	NA	NA	NA	NA	49%	NA	47%	65%	48%
2024	NA	54%	72%	NA	NA	NA	NA	NA	52%	NA	50%	68%	51%
2025	NA	57%	75%	NA	NA	NA	NA	NA	55%	NA	53%	71%	54%

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 50% to 60% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
50%	52%	54%	57%	60%

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		45%	57%						42%		35%	54%	33%
2022	NA	47%	59%	NA	NA	NA	NA	NA	44%	NA	37%	56%	35%
2023	NA	49%	61%	NA	NA	NA	NA	NA	46%	NA	39%	58%	37%
2024	NA	52%	64%	NA	NA	NA	NA	NA	49%	NA	42%	61%	40%
2025	NA	55%	67%	NA	NA	NA	NA	NA	52%	NA	45%	64%	43%

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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