Cypress-Fairbanks Independent School District

Copeland 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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Math Strengths:

3rd graders overall scored above district level

Our Asian and White subpops are performing strong in 3, 4, 5

Our SPED students met the target in Math

R/LA Strengths

4th LEP performed well above district in Reading

3rd ED and Hispanic performed above district in Reading

SPED performed above district in Reading

4th White masters well above district in Reading

4th AA was well above district in Writing

4th Meets and Masters white was well above district in Writing

Science Strengths

Hispanic, AA and ED performed above district in Science

LEP and White subpops performed above district in Meets

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: There is a need to increase student growth specifically targeting our Hispanic and African American subpopulations in Reading. **Root Cause:** Reading: Lack of targeted instruction resulting in academic gaps.

Problem Statement 2: Writing: There is a need to increase performance levels of writers who are economically disadvantaged. **Root Cause:** Writing: We need to consistently hold students accountable for writing across all content areas.

Problem Statement 3: Math:There is a need to increase performance levels for Economically Disadvantaged, Asian, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled to Meets levels. **Root Cause:** Math: Lack of targeted instruction resulting in academic gaps.

Problem Statement 4: Science: There is a need to increase student growth specifically targeting our Economically Disadvantaged subpopulation in Meets and Masters. **Root Cause:** Science: There is a need to apply academic vocabulary in Science.

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

According to our EPS survey, we had all staff agree with the 15 statements at 95% or above. We have a very healthy school culture.

96% of our staff report that they feel safe at school due to increased security upgrades.

Our in-school suspensions decreased throughout the school year as our staff is becoming more proficient in implementation of PBIS strategies and restorative practices.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a need to decrease discipline referrals. **Root Cause:** School Culture and Climate: We are still working to get staff and student buy in for PBIS and to increase understanding of changing demographics and how we should respond when disciplining students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Our campus is a desirable place to work because of our reputation for teamwork and collaboration at all levels. We have a very healthy culture of support among staff.

We retained almost all teachers from 2020-2021 to 2021-2022 (only two retirements). Our staff is highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences were on track last year to be almost equal to the year before. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to work with staff on the importance of being in the classroom all day unless medical reasons necessitate otherwise.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

99% of parents feel Copeland projects a friendly, professional image

90% of our families believe that our school's discipline plan provides an atmosphere conducive to learning

93% believe that their child knows they can go to a school staff member for help

94% believe that their child was successful at Copeland this past year

97% of families who participated in our survey attend school events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We have to work to re-engage our families now that we can welcome visitors back to our campus. **Root Cause:** Parent and Community Engagement: COVID-19 safety precautions have made it necessary to severely limit visitors to our campus.

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)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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		
Strategy 1: Reading/ELA: Our staff will continue to deliver systematic phonics and spelling instruction daily in order to increase all students' reading and writing ability. Data will be used consistently to drive instruction and reteaching efforts for academic growth in small group instruction.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. **Staff Responsible for Monitoring:** Principal, APs, IS, teachers	50%	70%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Our staff will meet with students in small groups and will improve in conferring strategies/goal setting with students with follow up feedback. 2)We will continue to implement editing strategies across all grade levels.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, IS, teachers	30%	50%	55%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Staff will implement number talks and small group instruction across all grade levels. Staff will also implement Dreambox and ST Math software with students as well.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs, IS, teachers	40%	70%	75%

Strategy 4 Details	Formative Reviews		

Strategy 4: Science: We will use sentence stems to support student use of academic vocabulary in Science. We will also use interactive word walls in Science. Flocabulary will be used for academic vocabulary enrichment.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, APs, IS, teachers
	Formative		

	Nov	Feb	May
	35%	50%	60%

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: targeted small group instruction to meet the specific needs of students and time on Amplify, Dreambox, ST Math and Amira to help to close academic gaps.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, APs, IS, teachers
	Formative		

	Nov	Feb	May
	80%	90%	100%

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

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

Performance Objective 2: ESSER III: Throughout the 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: After school tutoring - we will use ESSER III funds to pay teachers for after school tutoring. We will use ESSER III funds to provide snacks and water for students in tutoring after school, and we will use ESSER III funds for incentives for student lesson completion. We will use ESSER III funds to pay our two temporary workers to tutor at-risk students in grades 3-5.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 in after school tutoring will show growth in Math and Reading based on data from a campus-created, grade-level skills assessment. **Staff Responsible for Monitoring:** Principal, ISs **Funding Sources:** After school tutoring, tutoring by temporary workers, snacks, water, and incentives - ESSER III - $11,000	95%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math interventionist to work with students in grades 2-5.	Formative		
Strategy's Expected Result/Impact: 90% of students in grades 2 - 5 receiving an intervention with our Math Interventionist will show growth in Math based on data from a campus-created, grade-level skills assessment.	Nov	Feb	May
Staff Responsible for Monitoring: Principal **Funding Sources:** Interventionist - ESSER III - $68,999.39	50%	65%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: #1: Dreambox - Digital math program. Dreambox is a research based program that provides interactive and rigorous lessons that adapt to each student.	**Formative**		
#2: Flocabulary is a digital program to build academic vocabulary through videos and activities for grades K-5.	**Nov**	**Feb**	**May**
#3: We are purchasing books and math fact cards through Origo to use during Closing the Gaps with students to close the achievement gap. #4: We are purchasing additional books for K - 1 through Region IV to use with students during small group instruction during Closing the Gaps (to enhance problem solving skills). #5: We are purchasing phonics cards through Kendore Learning to use with small groups during Closing the Gaps. #6: We will purchase teacher books and cards for implementation of sound walls and will purchase manipulatives for hands-on instruction in Math. **Strategy's Expected Result/Impact:** Meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal **Funding Sources:** Dreambox - ESSER III - $9,500, Flocabulary - ESSER III - $2,080, Region 4 books - ESSER III - $681.98, Origo cards and books - ESSER III - $1,757.74, Kendore cards - ESSER III - $2,409.65, Math manipulatives - ESSER III - $1,818.31, Sound wall books and cards - ESSER III - $1,250	35%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: To address learning gaps in Science and Math, we will offer more hands on instruction.	**Formative**		
Strategy's Expected Result/Impact: 90% of the students in grades 3-5 in will show growth in Math and Science based on data from a campus-created, grade-level skills assessment. **Funding Sources:** Balance scales - Special Allotment: Compensatory Education - $656.60, Science Beakers - Special Allotment: Compensatory Education - $71.96, White boards - Special Allotment: Compensatory Education - $119.70, Magnetic Ten Frames - Special Allotment: Compensatory Education - $95.94, Rekenreks - Special Allotment: Compensatory Education - $179.87, 10 Frame Dice - Special Allotment: Compensatory Education - $279.30, Red/yellow counters - Special Allotment: Compensatory Education - $199.80, Teddy Bear counters - Special Allotment: Compensatory Education - $104.93, Math Instruction games - Special Allotment: Compensatory Education - $273.80, Smartscope Cradle - Special Allotment: Compensatory Education - $162, Mirrors - Special Allotment: Compensatory Education - $181.95	**Nov**	**Feb**	**May**
	40%	60%	65%
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 - 2022 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Project safety lessons are sent to all staff and are presented to all students. APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved level of safety and security as a result of these measures **Staff Responsible for Monitoring:** Principal, EOP representative, counselors, teachers	70%	80%	100%

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

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

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

Performance Objective 2: Student Attendance: By the end of the 2021 - 2022 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: We will recognize students with perfect attendance with a sticker for their certificates each nine weeks and will recognize students with two or less absences at our end of the year celebration.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%. **Staff Responsible for Monitoring:** Principal, APs, registrar	40%	40%	60%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-2022 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: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** APs	**Nov**	**Feb**	**May**
	30%	75%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our in school suspensions of SPED AA students.	**Formative**		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%. **Staff Responsible for Monitoring:** APs	**Nov**	**Feb**	**May**
	20%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our out of school suspensions.	**Formative**		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%. **Staff Responsible for Monitoring:** APs	**Nov**	**Feb**	**May**
	75%	90%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our SOS referrals.	**Formative**		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** APs	**Nov**	**Feb**	**May**
	80%	100%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** APs	80%	90%	100%

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

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

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

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

Strategy 1 Details	Formative Reviews		

Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.
   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
	Formative		

	Nov	**Feb**	**May**
	70%	90%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-2022 school year, teacher/paraprofessional attendance will increase by 3%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to recognize staff with two or fewer absences each nine weeks with drawings for duty-free weeks, treats and recognition.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Principal, campus secretary	25%	25%	30%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021 - 2022 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		
Strategy 1: High-Quality Professional Development: Book studies and other campus level trainings that target the needs of our students offered by administrative team members and staff members: 75 Ways to Be a Better Teacher Tomorrow, Fluency 101, Teaching Reading in Small Groups, Teaching with Poverty in Mind, Love and Logic, Number Talks, Restorative Practices, De-escalation practices	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching, improved small group instruction, understanding the needs of students who come to us in poverty, using love and logic, de-escalation strategies, and restorative practices with students, and using number talks with more skill. **Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals	70%	85%	100%

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

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

Performance Objective 1: By the end of the 2021-2022 school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will use School Messenger and Remind to engage and include our parents and community in school events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs, teachers	75%	100%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

State Compensatory

Budget for Copeland Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Copeland Elementary School

Name	Position	FTE
1 Position	Core Content Area Interventionist	1
1 Position	Reaching Enrichment/SGRI Teacher	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	After school tutoring, tutoring by temporary workers, snacks, water, and incentives		$11,000.00
1	2	2	Interventionist		$68,999.39
1	2	3	Dreambox		$9,500.00
1	2	3	Sound wall books and cards		$1,250.00
1	2	3	Math manipulatives		$1,818.31
1	2	3	Flocabulary		$2,080.00
1	2	3	Origo cards and books		$1,757.74
1	2	3	Region 4 books		$681.98
1	2	3	Kendore cards		$2,409.65
				Sub-Total	$99,497.07
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	10 Frame Dice		$279.30
1	3	1	White boards		$119.70
1	3	1	Math Instruction games		$273.80
1	3	1	Magnetic Ten Frames		$95.94
1	3	1	Teddy Bear counters		$104.93
1	3	1	Mirrors		$181.95
1	3	1	Smartscope Cradle		$162.00
1	3	1	Balance scales		$656.60
1	3	1	Science Beakers		$71.96
1	3	1	Red/yellow counters		$199.80
1	3	1	Rekenreks		$179.87
				Sub-Total	$2,325.85

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	Copeland	All	165	127	77%	78%	1%	135	110	81%
Math	3	Copeland	Hispanic	56	44	79%	80%	1%	43	33	77%
Math	3	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Copeland	Asian	15	12	80%	81%	1%	13	13	100%
Math	3	Copeland	African Am.	37	24	65%	66%	1%	35	24	69%
Math	3	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Copeland	White	51	43	84%	85%	1%	38	34	89%
Math	3	Copeland	Two or More	6	4	67%	68%	1%	5	5	100%
Math	3	Copeland	Eco. Dis.	68	48	71%	72%	1%	65	45	69%
Math	3	Copeland	LEP Current	20	16	80%	81%	1%	10	7	70%
Math	3	Copeland	At-Risk	71	46	65%	66%	1%	64	45	70%
Math	3	Copeland	SPED	26	11	42%	43%	1%	25	13	52%
Math	4	Copeland	All	134	82	61%	62%	1%	173	131	76%
Math	4	Copeland	Hispanic	54	32	59%	60%	1%	62	47	76%
Math	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Copeland	Asian	9	6	67%	68%	1%	18	15	83%
Math	4	Copeland	African Am.	30	15	50%	51%	1%	37	28	76%
Math	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Copeland	White	36	25	69%	70%	1%	48	37	77%
Math	4	Copeland	Two or More	5	4	80%	81%	1%	8	4	50%
Math	4	Copeland	Eco. Dis.	58	26	45%	46%	1%	80	54	68%
Math	4	Copeland	LEP Current	11	4	36%	37%	1%	24	18	75%
Math	4	Copeland	At-Risk	35	17	49%	50%	1%	92	58	63%
Math	4	Copeland	SPED	26	7	27%	28%	1%	36	15	42%
Math	5	Copeland	All	139	97	70%	71%	1%	150	124	83%
Math	5	Copeland	Hispanic	44	24	55%	56%	1%	58	45	78%
Math	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Copeland	Asian	15	14	93%	94%	1%	14	14	100%
Math	5	Copeland	African Am.	32	19	59%	61%	2%	34	24	71%
Math	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Copeland	White	43	37	86%	87%	1%	36	34	94%
Math	5	Copeland	Two or More	*	*	*	*	*	8	7	88%
Math	5	Copeland	Eco. Dis.	58	38	66%	67%	1%	65	49	75%
Math	5	Copeland	LEP Current	5	1	20%	21%	1%	12	10	83%
Math	5	Copeland	At-Risk	59	29	49%	50%	1%	91	71	78%
Math	5	Copeland	SPED	23	9	39%	40%	1%	21	9	43%

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	Copeland	All	165	127	77%	78%	1%	135	120	89%
Reading	3	Copeland	Hispanic	56	43	77%	78%	1%	43	39	91%
Reading	3	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Copeland	Asian	15	11	73%	74%	1%	13	13	100%
Reading	3	Copeland	African Am.	37	25	68%	69%	1%	35	26	74%
Reading	3	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Copeland	White	51	43	84%	85%	1%	38	37	97%
Reading	3	Copeland	Two or More	6	5	83%	84%	1%	5	4	80%
Reading	3	Copeland	Eco. Dis.	68	49	72%	73%	1%	65	52	80%
Reading	3	Copeland	LEP Current	20	12	60%	61%	1%	10	8	80%
Reading	3	Copeland	At-Risk	71	43	61%	62%	1%	64	51	80%
Reading	3	Copeland	SPED	26	13	50%	51%	1%	25	17	68%
Reading	4	Copeland	All	134	97	72%	73%	1%	175	153	87%
Reading	4	Copeland	Hispanic	54	38	70%	71%	1%	63	57	90%
Reading	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Copeland	Asian	9	6	67%	68%	1%	18	16	89%
Reading	4	Copeland	African Am.	30	20	67%	68%	1%	38	32	84%
Reading	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Copeland	White	36	29	81%	82%	1%	48	42	88%
Reading	4	Copeland	Two or More	5	4	80%	81%	1%	8	6	75%
Reading	4	Copeland	Eco. Dis.	58	32	55%	56%	1%	80	66	83%
Reading	4	Copeland	LEP Current	11	7	64%	65%	1%	25	20	80%
Reading	4	Copeland	At-Risk	35	26	74%	75%	1%	93	73	78%
Reading	4	Copeland	SPED	26	9	35%	36%	1%	36	19	53%
Reading	5	Copeland	All	140	115	82%	83%	1%	149	133	89%
Reading	5	Copeland	Hispanic	45	31	69%	70%	1%	57	52	91%
Reading	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Copeland	Asian	15	14	93%	94%	1%	14	13	93%
Reading	5	Copeland	African Am.	32	26	81%	82%	1%	34	28	82%
Reading	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Copeland	White	43	39	91%	92%	1%	36	33	92%
Reading	5	Copeland	Two or More	*	*	*	*	*	8	7	88%
Reading	5	Copeland	Eco. Dis.	59	47	80%	81%	1%	65	58	89%
Reading	5	Copeland	LEP Current	6	1	17%	18%	1%	11	8	73%
Reading	5	Copeland	At-Risk	60	38	63%	64%	1%	90	74	82%
Reading	5	Copeland	SPED	24	10	42%	43%	1%	21	13	62%

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	Copeland	All	140	108	77%	78%	1%	149	126	85%
Science	5	Copeland	Hispanic	45	32	71%	73%	2%	57	47	82%
Science	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Copeland	Asian	15	14	93%	94%	1%	14	14	100%
Science	5	Copeland	African Am.	32	21	66%	67%	1%	34	24	71%
Science	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Copeland	White	43	37	86%	87%	1%	36	33	92%
Science	5	Copeland	Two or More	*	*	*	*	*	8	8	100%
Science	5	Copeland	Eco. Dis.	59	45	76%	77%	1%	65	51	78%
Science	5	Copeland	LEP Current	6	1	17%	20%	3%	11	7	64%
Science	5	Copeland	At-Risk	60	34	57%	58%	1%	90	69	77%
Science	5	Copeland	SPED	22	7	32%	33%	1%	21	10	48%

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	Copeland	All	134	42	31%	32%	1%	173	70	40%
Math	4	Copeland	Hispanic	54	13	24%	25%	1%	62	24	39%
Math	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Copeland	Asian	9	4	44%	45%	1%	18	12	67%
Math	4	Copeland	African Am.	30	7	23%	24%	1%	37	8	22%
Math	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Copeland	White	36	18	50%	51%	1%	48	24	50%
Math	4	Copeland	Two or More	5	0	0%	5%	5%	8	2	25%
Math	4	Copeland	Eco. Dis.	58	8	14%	15%	1%	80	23	29%
Math	4	Copeland	LEP Current	11	1	9%	10%	1%	24	8	33%
Math	4	Copeland	At-Risk	35	7	20%	21%	1%	92	19	21%
Math	4	Copeland	SPED	26	5	19%	20%	1%	36	6	17%
Math	5	Copeland	All	139	57	41%	42%	1%	150	76	51%
Math	5	Copeland	Hispanic	44	12	27%	28%	1%	58	22	38%
Math	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Copeland	Asian	15	12	80%	81%	1%	14	12	86%
Math	5	Copeland	African Am.	32	6	19%	20%	1%	34	15	44%
Math	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Copeland	White	43	24	56%	57%	1%	36	24	67%
Math	5	Copeland	Two or More	*	*	*	*	*	8	3	38%
Math	5	Copeland	Eco. Dis.	58	20	34%	35%	1%	65	23	35%
Math	5	Copeland	LEP Current	5	1	20%	21%	1%	12	4	33%
Math	5	Copeland	At-Risk	59	12	20%	21%	1%	91	32	35%
Math	5	Copeland	SPED	23	3	13%	15%	2%	21	2	10%
Reading	4	Copeland	All	134	66	49%	50%	1%	175	116	66%
Reading	4	Copeland	Hispanic	54	22	41%	42%	1%	63	41	65%
Reading	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Copeland	Asian	9	4	44%	45%	1%	18	12	67%
Reading	4	Copeland	African Am.	30	12	40%	41%	1%	38	24	63%
Reading	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Copeland	White	36	25	69%	70%	1%	48	36	75%
Reading	4	Copeland	Two or More	5	3	60%	61%	1%	8	3	38%
Reading	4	Copeland	Eco. Dis.	58	21	36%	37%	1%	80	49	61%
Reading	4	Copeland	LEP Current	11	4	36%	37%	1%	25	14	56%
Reading	4	Copeland	At-Risk	35	17	49%	50%	1%	93	43	46%
Reading	4	Copeland	SPED	26	6	23%	24%	1%	36	11	31%

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 #	2021 Meets %	2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets #	2022 Meets %
Reading	5	Copeland	All	140	82	59%	60%	1%	149	102	68%
Reading	5	Copeland	Hispanic	45	21	47%	48%	1%	57	36	63%
Reading	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Copeland	Asian	15	10	67%	68%	1%	14	13	93%
Reading	5	Copeland	African Am.	32	18	56%	57%	1%	34	21	62%
Reading	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Copeland	White	43	31	72%	73%	1%	36	28	78%
Reading	5	Copeland	Two or More	*	*	*	*	*	8	4	50%
Reading	5	Copeland	Eco. Dis.	59	33	56%	57%	1%	65	38	58%
Reading	5	Copeland	LEP Current	6	1	17%	20%	3%	11	6	55%
Reading	5	Copeland	At-Risk	60	18	30%	31%	1%	90	52	58%
Reading	5	Copeland	SPED	24	4	17%	20%	3%	21	9	43%
Science	5	Copeland	All	140	58	41%	42%	1%	149	96	64%
Science	5	Copeland	Hispanic	45	12	27%	28%	1%	57	30	53%
Science	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Copeland	Asian	15	10	67%	68%	1%	14	12	86%
Science	5	Copeland	African Am.	32	6	19%	20%	1%	34	20	59%
Science	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Copeland	White	43	27	63%	64%	1%	36	28	78%
Science	5	Copeland	Two or More	*	*	*	*	*	8	6	75%
Science	5	Copeland	Eco. Dis.	59	17	29%	30%	1%	65	37	57%
Science	5	Copeland	LEP Current	6	1	17%	20%	3%	11	6	55%
Science	5	Copeland	At-Risk	60	10	17%	20%	3%	90	46	51%
Science	5	Copeland	SPED	22	2	9%	10%	1%	21	4	19%

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	Copeland	All	165	39	24%	25%	1%	135	33	24%
Math	3	Copeland	Hispanic	56	11	20%	21%	1%	43	5	12%
Math	3	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Copeland	Asian	15	5	33%	34%	1%	13	8	62%
Math	3	Copeland	African Am.	37	3	8%	10%	2%	35	3	9%
Math	3	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Copeland	White	51	19	37%	38%	1%	38	15	39%
Math	3	Copeland	Two or More	6	1	17%	18%	1%	5	1	20%
Math	3	Copeland	Eco. Dis.	68	13	19%	20%	1%	65	8	12%
Math	3	Copeland	LEP Current	20	2	10%	15%	5%	10	2	20%
Math	3	Copeland	At-Risk	71	6	8%	10%	2%	64	12	19%
Math	3	Copeland	SPED	26	3	12%	15%	3%	25	2	8%
Math	4	Copeland	All	134	25	19%	20%	1%	173	35	20%
Math	4	Copeland	Hispanic	54	3	6%	10%	4%	62	9	15%
Math	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Copeland	Asian	9	3	33%	34%	1%	18	8	44%
Math	4	Copeland	African Am.	30	4	13%	15%	2%	37	3	8%
Math	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Copeland	White	36	15	42%	43%	1%	48	13	27%
Math	4	Copeland	Two or More	5	0	0%	10%	10%	8	2	25%
Math	4	Copeland	Eco. Dis.	58	4	7%	10%	3%	80	10	13%
Math	4	Copeland	LEP Current	11	0	0%	5%	5%	24	4	17%
Math	4	Copeland	At-Risk	35	5	14%	15%	1%	92	11	12%
Math	4	Copeland	SPED	26	4	15%	16%	1%	36	2	6%
Math	5	Copeland	All	139	36	26%	27%	1%	150	43	29%
Math	5	Copeland	Hispanic	44	7	16%	17%	1%	58	12	21%
Math	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Copeland	Asian	15	8	53%	54%	1%	14	8	57%
Math	5	Copeland	African Am.	32	4	13%	14%	1%	34	7	21%
Math	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Copeland	White	43	15	35%	36%	1%	36	15	42%
Math	5	Copeland	Two or More	*	*	*	*	*	8	1	13%
Math	5	Copeland	Eco. Dis.	58	10	17%	20%	3%	65	8	12%
Math	5	Copeland	LEP Current	5	1	20%	21%	1%	12	3	25%
Math	5	Copeland	At-Risk	59	6	10%	12%	2%	91	12	13%
Math	5	Copeland	SPED	23	1	4%	5%	1%	21	2	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	
					#	%				#	%
Reading	3	Copeland	All	165	45	27%	28%	1%	135	54	40%
Reading	3	Copeland	Hispanic	56	14	25%	26%	1%	43	13	30%
Reading	3	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Copeland	Asian	15	4	27%	28%	1%	13	9	69%
Reading	3	Copeland	African Am.	37	7	19%	20%	1%	35	6	17%
Reading	3	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Copeland	White	51	18	35%	36%	1%	38	24	63%
Reading	3	Copeland	Two or More	6	2	33%	34%	1%	5	1	20%
Reading	3	Copeland	Eco. Dis.	68	16	24%	25%	1%	65	13	20%
Reading	3	Copeland	LEP Current	20	4	20%	21%	1%	10	3	30%
Reading	3	Copeland	At-Risk	71	12	17%	20%	3%	64	15	23%
Reading	3	Copeland	SPED	26	4	15%	16%	1%	25	6	24%
Reading	4	Copeland	All	134	42	31%	32%	1%	175	73	42%
Reading	4	Copeland	Hispanic	54	12	22%	23%	1%	63	29	46%
Reading	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Copeland	Asian	9	4	44%	45%	1%	18	10	56%
Reading	4	Copeland	African Am.	30	6	20%	21%	1%	38	10	26%
Reading	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Copeland	White	36	19	53%	54%	1%	48	21	44%
Reading	4	Copeland	Two or More	5	1	20%	21%	1%	8	3	38%
Reading	4	Copeland	Eco. Dis.	58	11	19%	20%	1%	80	26	33%
Reading	4	Copeland	LEP Current	11	1	9%	12%	3%	25	9	36%
Reading	4	Copeland	At-Risk	35	8	23%	24%	1%	93	23	25%
Reading	4	Copeland	SPED	26	4	15%	16%	1%	36	8	22%
Reading	5	Copeland	All	140	55	39%	40%	1%	149	61	41%
Reading	5	Copeland	Hispanic	45	13	29%	30%	1%	57	21	37%
Reading	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Copeland	Asian	15	7	47%	48%	1%	14	8	57%
Reading	5	Copeland	African Am.	32	13	41%	42%	1%	34	12	35%
Reading	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Copeland	White	43	20	47%	48%	1%	36	18	50%
Reading	5	Copeland	Two or More	*	*	*	*	*	8	2	25%
Reading	5	Copeland	Eco. Dis.	59	21	36%	37%	1%	65	21	32%
Reading	5	Copeland	LEP Current	6	0	0%	5%	5%	11	4	36%
Reading	5	Copeland	At-Risk	60	9	15%	18%	3%	90	26	29%
Reading	5	Copeland	SPED	24	3	13%	15%	2%	21	5	24%

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	Copeland	All	140	27	19%	20%	1%	149	49	33%
Science	5	Copeland	Hispanic	45	5	11%	12%	1%	57	14	25%
Science	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Copeland	Asian	15	8	53%	54%	1%	14	5	36%
Science	5	Copeland	African Am.	32	2	6%	10%	4%	34	7	21%
Science	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Copeland	White	43	11	26%	27%	1%	36	20	56%
Science	5	Copeland	Two or More	*	*	*	*	*	8	3	38%
Science	5	Copeland	Eco. Dis.	59	3	5%	10%	5%	65	10	15%
Science	5	Copeland	LEP Current	6	0	0%	5%	5%	11	2	18%
Science	5	Copeland	At-Risk	60	6	10%	12%	2%	90	13	14%
Science	5	Copeland	SPED	22	1	5%	6%	1%	21	2	10%

Copeland

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 61% to 71% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
61%	63%	65%	68%	71%

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	68%	48%	64%						53%			61%	
2022	70%	50%	66%	NA	NA	NA	NA	NA	55%	NA	NA	63%	NA
2023	72%	52%	68%	NA	NA	NA	NA	NA	57%	NA	NA	65%	NA
2024	75%	55%	71%	NA	NA	NA	NA	NA	60%	NA	NA	68%	NA
2025	78%	58%	74%	NA	NA	NA	NA	NA	63%	NA	NA	71%	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 59% to 69% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
59%	61%	63%	66%	69%

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	61%	43%	66%						50%			60%	
2022	63%	45%	68%	NA	NA	NA	NA	NA	52%	NA	NA	62%	NA
2023	65%	47%	70%	NA	NA	NA	NA	NA	54%	NA	NA	64%	NA
2024	68%	50%	73%	NA	NA	NA	NA	NA	57%	NA	NA	67%	NA
2025	71%	53%	76%	NA	NA	NA	NA	NA	60%	NA	NA	70%	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 *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2nd-5th)
        - Amplify Reading
        - Amira Suite
        - HMH Suite
        - Library Resources
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
    - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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