

Cypress-Fairbanks Independent School District

Farney Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Farney Elementary promotes achievement levels that reflect high expectations, positive attitudes, teamwork and respect for differences. Nurtured by staff, parents, and the community, students experience a well-balanced curriculum and a challenging learning environment. Parent involvement is valued as an avenue to ensure student success a sense of community.

Vision

This year our school theme is We Go Beyond!

SOAR

S-safe

O-on task

A-attitude

R-responsible

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Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Math

3rd Grade-93% LEP-Approaches

4th Grade-72% AtRisk-Approaches

5th Grade-88% Approaches and 29% ED-Masters

Reading

3rd Grade-80% LEP-Approaches

4th Grade-10% SpEd-Masters

5th Grade-51% Masters and 80% ED-Approaches

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our AA, ED, and SpEd students consistently score lower in comparison to other target populations. **Root Cause:** Reading: Teachers need to continue helping students align systematic and explicit instruction to strengthen phonological awareness and word analysis skills.

Problem Statement 2: Writing: Only 71% of our 4th graders met standards in writing. **Root Cause:** Writing: Teachers need to continue helping students build vocabulary and schema through modeling and consistent, explicit, small group instruction.

Problem Statement 3: Math: 50% of our SpEd Students did not meet standard in math. **Root Cause:** Math: Teacher need to continue to help students enhance number sense, develop automaticity, and strengthen place value skills.

Problem Statement 4: Science: 55% of our ESL students did not meet standard in science. **Root Cause:** Science: Teachers need to continue to provide real-world application and experiences to build schema and increase students understanding of scientific principles.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

Restorative discipline continues to be implemented and practiced through the implementation of Positive Behavior Intervention System (PBIS).

Security and safety continue to be enhanced with guidance from the district Emergency Operations team.

All 15 EPS indicators are ranked Strongly Agree/Agree at 95% or higher.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students come to school late and leave early, therefore missing instruction. **Root Cause:** School Culture and Climate: School hours are 8:40 to 4:10 making it difficult to schedule appointments.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We continue to provide professional development on campus to build teacher capacity.

We have a positive staff culture and therefore continue to attract and retain quality staff.

Our staff is highly qualified.

We have many degreed teachers serving in paraprofessional positions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Hiring staff with ESL certification has been difficult. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers do not have time to study for the ESL test.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parents are engaged in our community events such as Meet the Teacher, Curriculum Nights, Farney 101, Parent Conferences, Various Volunteer opportunities, Field Day, Book Fairs, Family Fitness Nights, Reading and Math Night, Veterans Day, Wax Museum, Watch DOGS, Farney Festivities, Back to School Bash, Holiday Parties, EOY parties, 5th Grade Day, Kinder Camp, Name the Book, and PTO meetings.

We communicate with parents and families through a variety of sources, Facebook, Instagram, Twitter, school website, emails, School Messenger, Schoology, Class Dojo, phone calls, U.S. Mail and Remind.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We have noticed a decrease in the number of parents attending Parent Conference Day. **Root Cause:** Parent and Community Engagement: We need to offer parent engagement opportunities at multiple times.

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)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data










- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data



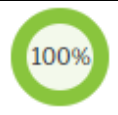


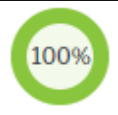
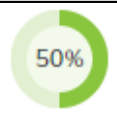
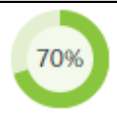
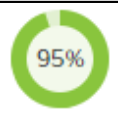




Goals

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		
<p>Strategy 1: Reading: Teachers will plan daily, systematic, and explicit small group instruction that includes: Differentiation, targeted vocabulary, phonics, and word analysis instruction, fluency, and comprehension strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Instructional staff will continue to implement research-based strategies to increase writing fluency.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers will continue to implement editing rules in grades K-5 that are vertically aligned.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will plan instruction with a specific focus on number sense and place value.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Instructional staff will plan instruction that includes higher-level questioning strategies and the use of FAQ's.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</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: systematic and explicit small group instruction that targets individual student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring-Breakfast Club: Grades 2-5 tutoring 2 days per week (T,TH)-one day math and one day reading</p> <p>Strategy's Expected Result/Impact: By June 2022, students attending Breakfast Club tutoring will show 10% increase in scores between their BOY and EOY grade level appropriate assessment in Math and/or Reading.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Tutor - ESSER III - \$4,200</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading Specialist Intervention for students in grades 3 and 4</p> <p>Strategy's Expected Result/Impact: By June 2022, 3rd/4th grade students attending tutoring with our reading specialist will show 15% increase in scores between their BOY and EOY grade-level appropriate Reading assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Reading Specialist (Extra Duty) - ESSER III - \$10,500</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Accelerated Math Intervention: Identified students in grades 3-5 will participate in accelerated math intervention.</p> <p>Strategy's Expected Result/Impact: By June 2022, 3rd/4th/5th grade students attending the accelerated math intervention will show 10% increase in scores between their BOY and EOY grade-level appropriate Math assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Math Interventionist (Temporary Worker) - ESSER III - \$2,000, Origo Fluency Kit - ESSER III - \$2,450</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Core Content Area Interventionist: Small group instruction in reading and math for students in grades 1 and 2.</p> <p>Strategy's Expected Result/Impact: By June 2022, 1st/2nd grade students attending small group instruction with our primary interventionist will meet the EOY grade level standard for Reading/Math as evidenced by the grade appropriate EOY assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Bridges, Heineman and Neuhaus materials - ESSER III - \$2,384.40, Salary - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Garland Linkenhoger will provide staff development for K-5 math teachers to build capacity in mathematical understanding and basic concepts. We will also have Elizabeth Martin.</p> <p>Strategy's Expected Result/Impact: After K-5 math teachers attend the Garland Linkenhoger training in December of 2021, 90% of our students will meet passing standard on TEKS aligned teacher created assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Garland Linkenhoger - ESSER III - \$1,500, Elizabeth Martin - ESSER III - \$1,600</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 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		
<p>Strategy 1: Tutoring for students not meeting standards on BOY diagnostic assessments.</p> <p>Strategy's Expected Result/Impact: By the next assessment cycle, students will have shown incremental growth on TEK tracking chart.</p> <p>Staff Responsible for Monitoring: IS and interventionists</p> <p>Funding Sources: Interventionists - Special Allotment: Compensatory Education - \$2,450</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Project Safety, Sanford Harmony & PBIS lessons are shared with staff and students.</p> <p>Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, and Support Staff</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: EOP TEAM and Campus Secretary</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 >96%.









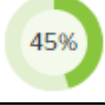

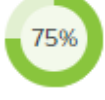

Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will monitor student attendance and contact parents when students are absent two or more days.</p> <p>Strategy's Expected Result/Impact: Student attendance will be at 96% or above.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Registrar</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 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Continue to implement and reinforce our SOAR matrix. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%. Staff Responsible for Monitoring: Principal, AP's, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: We will use behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%. Staff Responsible for Monitoring: Principal, AP's, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will use behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%. Staff Responsible for Monitoring: Principal, AP's, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: We will use behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. Staff Responsible for Monitoring: Principal, AP's, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will use behavior contracts, Sanford Harmony, social skills lessons, and PBIS matrices to reduce discipline referrals.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, AP's, Counselors, and Teachers</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 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		
<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
			
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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 2%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal, School Secretary</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district and campus-level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in content book studies and strategy podcasts.</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction based on increased instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Staff Development Liaison, Teachers</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 increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will participate in Meet the Teacher, Conferences, Curriculum Night, and various volunteer opportunities. This will enable a greater number of our working parents to engage.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
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State Compensatory

Budget for Farney 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 Farney 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	2	1	Tutor		\$4,200.00
1	2	2	Reading Specialist (Extra Duty)		\$10,500.00
1	2	3	Origo Fluency Kit		\$2,450.00
1	2	3	Math Interventionist (Temporary Worker)		\$2,000.00
1	2	4	Salary		\$70,000.00
1	2	4	Bridges, Heineman and Neuhaus materials		\$2,384.40
1	2	5	Elizabeth Martin		\$1,600.00
1	2	5	Garland Linkenhoger		\$1,500.00
Sub-Total					\$94,634.40
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Interventionists		\$2,450.00
Sub-Total					\$2,450.00

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	Farney	All	141	117	83%	86%	3%	139	116	83%
Math	3	Farney	Hispanic	45	34	76%	80%	4%	61	49	80%
Math	3	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Farney	Asian	14	14	100%	100%	0%	13	11	85%
Math	3	Farney	African Am.	16	9	56%	60%	4%	16	11	69%
Math	3	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Farney	White	59	53	90%	93%	3%	47	43	91%
Math	3	Farney	Two or More	6	6	100%	100%	0%	*	*	*
Math	3	Farney	Eco. Dis.	64	49	77%	80%	3%	68	54	79%
Math	3	Farney	LEP Current	15	14	93%	96%	3%	24	18	75%
Math	3	Farney	At-Risk	70	51	73%	76%	3%	69	49	71%
Math	3	Farney	SPED	13	7	54%	60%	6%	18	9	50%
Math	4	Farney	All	165	125	76%	80%	4%	150	131	87%
Math	4	Farney	Hispanic	55	41	75%	78%	3%	46	36	78%
Math	4	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Farney	Asian	20	18	90%	93%	3%	15	15	100%
Math	4	Farney	African Am.	19	8	42%	50%	8%	16	13	81%
Math	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Farney	White	70	57	81%	85%	4%	64	60	94%
Math	4	Farney	Two or More	*	*	*	*	*	8	6	75%
Math	4	Farney	Eco. Dis.	57	37	65%	70%	5%	70	56	80%
Math	4	Farney	LEP Current	13	6	46%	50%	4%	21	16	76%
Math	4	Farney	At-Risk	39	28	72%	75%	3%	69	55	80%
Math	4	Farney	SPED	20	6	30%	40%	10%	14	6	43%
Math	5	Farney	All	152	134	88%	90%	2%	173	149	86%
Math	5	Farney	Hispanic	47	40	85%	88%	3%	60	52	87%
Math	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Farney	Asian	18	16	89%	92%	3%	24	21	88%
Math	5	Farney	African Am.	22	19	86%	90%	4%	16	12	75%
Math	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Farney	White	61	55	90%	93%	3%	72	63	88%
Math	5	Farney	Two or More	*	*	*	*	*	*	*	*
Math	5	Farney	Eco. Dis.	51	43	84%	88%	4%	75	61	81%
Math	5	Farney	LEP Current	13	9	69%	74%	5%	15	8	53%
Math	5	Farney	At-Risk	65	51	78%	81%	3%	102	80	78%
Math	5	Farney	SPED	15	10	67%	70%	3%	21	11	52%

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	Farney	All	140	122	87%	90%	3%	139	119	86%
Reading	3	Farney	Hispanic	45	37	82%	85%	3%	61	51	84%
Reading	3	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Farney	Asian	14	13	93%	95%	2%	13	11	85%
Reading	3	Farney	African Am.	16	10	63%	70%	7%	16	11	69%
Reading	3	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Farney	White	58	55	95%	97%	2%	47	44	94%
Reading	3	Farney	Two or More	6	6	100%	100%	0%	*	*	*
Reading	3	Farney	Eco. Dis.	64	50	78%	80%	2%	68	56	82%
Reading	3	Farney	LEP Current	15	12	80%	83%	3%	24	17	71%
Reading	3	Farney	At-Risk	70	54	77%	80%	3%	69	52	75%
Reading	3	Farney	SPED	13	9	69%	72%	3%	18	13	72%
Reading	4	Farney	All	165	119	72%	77%	5%	150	131	87%
Reading	4	Farney	Hispanic	55	36	65%	78%	13%	46	38	83%
Reading	4	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Farney	Asian	20	18	90%	93%	3%	15	14	93%
Reading	4	Farney	African Am.	19	10	53%	60%	7%	16	12	75%
Reading	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Farney	White	70	55	79%	82%	3%	64	60	94%
Reading	4	Farney	Two or More	*	*	*	*	*	8	6	75%
Reading	4	Farney	Eco. Dis.	57	36	63%	66%	3%	70	54	77%
Reading	4	Farney	LEP Current	13	4	31%	40%	9%	21	16	76%
Reading	4	Farney	At-Risk	39	26	67%	70%	3%	69	53	77%
Reading	4	Farney	SPED	20	6	30%	40%	10%	14	7	50%
Reading	5	Farney	All	152	129	85%	90%	5%	173	147	85%
Reading	5	Farney	Hispanic	47	37	79%	82%	3%	60	50	83%
Reading	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Farney	Asian	18	16	89%	92%	3%	24	21	88%
Reading	5	Farney	African Am.	22	18	82%	85%	3%	16	11	69%
Reading	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Farney	White	61	54	89%	92%	3%	72	64	89%
Reading	5	Farney	Two or More	*	*	*	*	*	*	*	*
Reading	5	Farney	Eco. Dis.	51	41	80%	83%	3%	75	59	79%
Reading	5	Farney	LEP Current	13	7	54%	60%	6%	15	9	60%
Reading	5	Farney	At-Risk	65	44	68%	71%	3%	102	80	78%
Reading	5	Farney	SPED	15	6	40%	45%	5%	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	
					#	%				#	%
Science	5	Farney	All	150	125	83%	86%	3%	173	146	84%
Science	5	Farney	Hispanic	46	35	76%	80%	4%	60	50	83%
Science	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Farney	Asian	18	15	83%	86%	3%	24	21	88%
Science	5	Farney	African Am.	21	17	81%	85%	4%	16	9	56%
Science	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Farney	White	61	54	89%	92%	3%	72	65	90%
Science	5	Farney	Two or More	*	*	*	*	*	*	*	*
Science	5	Farney	Eco. Dis.	50	39	78%	81%	3%	75	58	77%
Science	5	Farney	LEP Current	13	6	46%	50%	4%	15	9	60%
Science	5	Farney	At-Risk	65	44	68%	71%	3%	102	78	76%
Science	5	Farney	SPED	15	4	27%	40%	13%	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	Farney	All	165	90	55%	60%	5%	150	105	70%
Math	4	Farney	Hispanic	55	30	55%	60%	5%	46	27	59%
Math	4	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Farney	Asian	20	16	80%	83%	3%	15	13	87%
Math	4	Farney	African Am.	19	3	16%	25%	9%	16	8	50%
Math	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Farney	White	70	41	59%	62%	3%	64	52	81%
Math	4	Farney	Two or More	*	*	*	*	*	8	5	63%
Math	4	Farney	Eco. Dis.	57	25	44%	46%	2%	70	39	56%
Math	4	Farney	LEP Current	13	4	31%	35%	4%	21	10	48%
Math	4	Farney	At-Risk	39	22	56%	60%	4%	69	36	52%
Math	4	Farney	SPED	20	4	20%	23%	3%	14	4	29%
Math	5	Farney	All	152	106	70%	75%	5%	173	123	71%
Math	5	Farney	Hispanic	47	32	68%	70%	2%	60	41	68%
Math	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Farney	Asian	18	12	67%	70%	3%	24	21	88%
Math	5	Farney	African Am.	22	17	77%	80%	3%	16	8	50%
Math	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Farney	White	61	41	67%	70%	3%	72	52	72%
Math	5	Farney	Two or More	*	*	*	*	*	*	*	*
Math	5	Farney	Eco. Dis.	51	29	57%	60%	3%	75	52	69%
Math	5	Farney	LEP Current	13	3	23%	25%	2%	15	6	40%
Math	5	Farney	At-Risk	65	32	49%	52%	3%	102	59	58%
Math	5	Farney	SPED	15	4	27%	30%	3%	21	4	19%
Reading	4	Farney	All	165	72	44%	50%	6%	150	107	71%
Reading	4	Farney	Hispanic	55	18	33%	40%	7%	46	27	59%
Reading	4	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Farney	Asian	20	13	65%	70%	5%	15	14	93%
Reading	4	Farney	African Am.	19	6	32%	38%	6%	16	11	69%
Reading	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Farney	White	70	35	50%	55%	5%	64	50	78%
Reading	4	Farney	Two or More	*	*	*	*	*	8	4	50%
Reading	4	Farney	Eco. Dis.	57	19	33%	55%	22%	70	39	56%
Reading	4	Farney	LEP Current	13	2	15%	30%	15%	21	7	33%
Reading	4	Farney	At-Risk	39	16	41%	50%	9%	69	36	52%
Reading	4	Farney	SPED	20	3	15%	25%	10%	14	6	43%

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	Farney	All	152	96	63%	65%	2%	173	125	72%
Reading	5	Farney	Hispanic	47	28	60%	65%	5%	60	41	68%
Reading	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Farney	Asian	18	11	61%	65%	4%	24	20	83%
Reading	5	Farney	African Am.	22	14	64%	68%	4%	16	9	56%
Reading	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Farney	White	61	40	66%	70%	4%	72	54	75%
Reading	5	Farney	Two or More	*	*	*	*	*	*	*	*
Reading	5	Farney	Eco. Dis.	51	25	49%	45%	-4%	75	50	67%
Reading	5	Farney	LEP Current	13	2	15%	20%	5%	15	6	40%
Reading	5	Farney	At-Risk	65	23	35%	40%	5%	102	63	62%
Reading	5	Farney	SPED	15	3	20%	25%	5%	21	6	29%
Science	5	Farney	All	150	87	58%	61%	3%	173	110	64%
Science	5	Farney	Hispanic	46	25	54%	56%	2%	60	36	60%
Science	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Farney	Asian	18	11	61%	64%	3%	24	19	79%
Science	5	Farney	African Am.	21	12	57%	60%	3%	16	7	44%
Science	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Farney	White	61	35	57%	60%	3%	72	47	65%
Science	5	Farney	Two or More	*	*	*	*	*	*	*	*
Science	5	Farney	Eco. Dis.	50	24	48%	51%	3%	75	47	63%
Science	5	Farney	LEP Current	13	3	23%	25%	2%	15	5	33%
Science	5	Farney	At-Risk	65	22	34%	37%	3%	102	50	49%
Science	5	Farney	SPED	15	3	20%	25%	5%	21	6	29%

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	Farney	All	141	31	22%	25%	3%	139	45	32%
Math	3	Farney	Hispanic	45	10	22%	25%	3%	61	17	28%
Math	3	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Farney	Asian	14	5	36%	39%	3%	13	6	46%
Math	3	Farney	African Am.	16	4	25%	28%	3%	16	2	13%
Math	3	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Farney	White	59	10	17%	20%	3%	47	18	38%
Math	3	Farney	Two or More	6	2	33%	36%	3%	*	*	*
Math	3	Farney	Eco. Dis.	64	10	16%	19%	3%	68	16	24%
Math	3	Farney	LEP Current	15	2	13%	16%	3%	24	4	17%
Math	3	Farney	At-Risk	70	9	13%	16%	3%	69	13	19%
Math	3	Farney	SPED	13	1	8%	11%	3%	18	2	11%
Math	4	Farney	All	165	60	36%	40%	4%	150	68	45%
Math	4	Farney	Hispanic	55	17	31%	34%	3%	46	16	35%
Math	4	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Farney	Asian	20	13	65%	79%	14%	15	10	67%
Math	4	Farney	African Am.	19	2	11%	14%	3%	16	5	31%
Math	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Farney	White	70	28	40%	43%	3%	64	34	53%
Math	4	Farney	Two or More	*	*	*	*	*	8	3	38%
Math	4	Farney	Eco. Dis.	57	14	25%	28%	3%	70	19	27%
Math	4	Farney	LEP Current	13	1	8%	11%	3%	21	4	19%
Math	4	Farney	At-Risk	39	17	44%	47%	3%	69	15	22%
Math	4	Farney	SPED	20	4	20%	23%	3%	14	3	21%
Math	5	Farney	All	152	67	44%	47%	3%	173	84	49%
Math	5	Farney	Hispanic	47	21	45%	48%	3%	60	24	40%
Math	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Farney	Asian	18	10	56%	59%	3%	24	18	75%
Math	5	Farney	African Am.	22	6	27%	30%	3%	16	6	38%
Math	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Farney	White	61	27	44%	47%	3%	72	35	49%
Math	5	Farney	Two or More	*	*	*	*	*	*	*	*
Math	5	Farney	Eco. Dis.	51	15	29%	32%	3%	75	28	37%
Math	5	Farney	LEP Current	13	2	15%	18%	3%	15	3	20%
Math	5	Farney	At-Risk	65	19	29%	31%	2%	102	39	38%
Math	5	Farney	SPED	15	2	13%	16%	3%	21	2	10%

Cypress-Fairbanks Independent School District
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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	Farney	All	140	46	33%	36%	3%	139	63	45%
Reading	3	Farney	Hispanic	45	9	20%	23%	3%	61	23	38%
Reading	3	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Farney	Asian	14	9	64%	67%	3%	13	6	46%
Reading	3	Farney	African Am.	16	4	25%	28%	3%	16	4	25%
Reading	3	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Farney	White	58	21	36%	40%	4%	47	28	60%
Reading	3	Farney	Two or More	6	3	50%	53%	3%	*	*	*
Reading	3	Farney	Eco. Dis.	64	14	22%	25%	3%	68	25	37%
Reading	3	Farney	LEP Current	15	3	20%	23%	3%	24	4	17%
Reading	3	Farney	At-Risk	70	14	20%	23%	3%	69	16	23%
Reading	3	Farney	SPED	13	2	15%	18%	3%	18	3	17%
Reading	4	Farney	All	165	38	23%	26%	3%	150	72	48%
Reading	4	Farney	Hispanic	55	10	18%	21%	3%	46	17	37%
Reading	4	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Farney	Asian	20	6	30%	33%	3%	15	11	73%
Reading	4	Farney	African Am.	19	3	16%	19%	3%	16	7	44%
Reading	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Farney	White	70	19	27%	30%	3%	64	34	53%
Reading	4	Farney	Two or More	*	*	*	*	*	8	3	38%
Reading	4	Farney	Eco. Dis.	57	10	18%	21%	3%	70	21	30%
Reading	4	Farney	LEP Current	13	1	8%	11%	3%	21	4	19%
Reading	4	Farney	At-Risk	39	6	15%	18%	3%	69	21	30%
Reading	4	Farney	SPED	20	2	10%	13%	3%	14	2	14%
Reading	5	Farney	All	152	77	51%	54%	3%	173	91	53%
Reading	5	Farney	Hispanic	47	20	43%	46%	3%	60	26	43%
Reading	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Farney	Asian	18	10	56%	60%	4%	24	18	75%
Reading	5	Farney	African Am.	22	12	55%	58%	3%	16	8	50%
Reading	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Farney	White	61	32	52%	55%	3%	72	39	54%
Reading	5	Farney	Two or More	*	*	*	*	*	*	*	*
Reading	5	Farney	Eco. Dis.	51	18	35%	38%	3%	75	37	49%
Reading	5	Farney	LEP Current	13	0	0%	5%	5%	15	5	33%
Reading	5	Farney	At-Risk	65	18	28%	31%	3%	102	38	37%
Reading	5	Farney	SPED	15	2	13%	16%	3%	21	3	14%

Cypress-Fairbanks Independent School District
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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	Farney	All	150	47	31%	34%	3%	173	61	35%
Science	5	Farney	Hispanic	46	13	28%	31%	3%	60	18	30%
Science	5	Farney	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Farney	Asian	18	9	50%	53%	3%	24	12	50%
Science	5	Farney	African Am.	21	2	10%	13%	3%	16	3	19%
Science	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Farney	White	61	20	33%	36%	3%	72	28	39%
Science	5	Farney	Two or More	*	*	*	*	*	*	*	*
Science	5	Farney	Eco. Dis.	50	11	22%	25%	3%	75	23	31%
Science	5	Farney	LEP Current	13	1	8%	11%	3%	15	0	0%
Science	5	Farney	At-Risk	65	14	22%	25%	3%	102	23	23%
Science	5	Farney	SPED	15	2	13%	16%	3%	21	3	14%

Farney

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 55% to 65% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
55%	57%	59%	62%	65%

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		44%	59%						40%		50%	55%	
2022	NA	46%	61%	NA	NA	NA	NA	NA	42%	NA	52%	57%	NA
2023	NA	48%	63%	NA	NA	NA	NA	NA	44%	NA	54%	59%	NA
2024	NA	51%	66%	NA	NA	NA	NA	NA	47%	NA	57%	62%	NA
2025	NA	54%	69%	NA	NA	NA	NA	NA	50%	NA	60%	65%	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 63% to 73% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		51%	65%						49%		65%	64%	
2022	NA	53%	67%	NA	NA	NA	NA	NA	51%	NA	67%	66%	NA
2023	NA	55%	69%	NA	NA	NA	NA	NA	53%	NA	69%	68%	NA
2024	NA	58%	72%	NA	NA	NA	NA	NA	56%	NA	72%	71%	NA
2025	NA	61%	75%	NA	NA	NA	NA	NA	59%	NA	75%	74%	NA

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge 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.