

Cypress-Fairbanks Independent School District

Hamilton 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.

PBIS Beliefs

Hamilton Elementary has adopted the following as the PBIS core beliefs:

Pride

Attitude

Wise-choices

Self-control

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Summary

STAAR Scores

Reading:

3rd-

Approaches-89%, Meets-72%, Masters-47%

4th-

Approaches- 88%, Meets-64%, Masters-44%

5th

Approaches 92%, Meets-78%, Masters-63%

Math:

3rd-

Approaches- 88%, Meets- 58%, Masters- 36%

4th

88% Approaches, Meets62%, Masters- 48%

5th

Approaches- 94%, Meets 80%, Masters 56%

Writing-

Approaches- 82%, Meets- 56%, Masters- 23%

Science

Approaches 91%, 67% Meets, 44% Masters

Student Achievement Strengths

There were no accountability ratings given in the 2020-2021 school year. Our last known accountability rating was an A. The state did not award distinction designations for the 2020-2021 school year. The following strengths were identified based on the review of the 2020-2021 data.

3rd Grade STAAR Scores:

Reading 89% passed

Math- 88% passed

4th Grade

Reading- 88% passed

Math- 88% passed

Writing- 82% passed

5th Grade

Reading-92% passed

Math- 94% passed

Science 91% passed

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Across grade levels, campus data reflected a lower percentage than our campus targets. **Root Cause:** Reading: Due to COVID pandemic along with Hybrid teaching and social distance restrictions teachers were not able to implement quality data driven small group instruction.

Problem Statement 2: Writing: 4th graders did not meet campus goal. **Root Cause:** Writing: Due to COVID pandemic along with Hybrid teaching and social distance restrictions teachers were not able to implement quality data driven small group instruction. Students did not work in groups and teachers did not conduct writing conferences.

Problem Statement 3: Math: Across grade levels students did not meet campus expectations and targets for math. **Root Cause:** Math: Due to COVID pandemic along with Hybrid teaching and social distance restrictions teachers were not able to implement quality data driven small group instruction.

Problem Statement 4: Science: 5th graders did not show expected growth on Science STAAR. **Root Cause:** Science: Due to COVID restrictions quality experiments and hands on learning did not take place.

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

The following are strengths of the campus in regard to school culture and climate. (Summarize the campus strengths in regard to student attendance, restorative discipline, and campus safety based on 2019-20 data available before the onset of COVID-19.)

PBIS leadership committee implemented new PBIS strategies including matrix and PAW bucks menu

Pep Rallies every grading period highlighted school spirit and school culture

Restorative Discipline kept discipline referrals low.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a consistent need to use PBIS strategies to keep discipline referrals low and for consistent common language to be used throughout the school. **Root Cause:** School Culture and Climate: There is a need to increase PBIS participation and understanding of PBIS strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

All teachers are highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance declined due to COVID 19 positive cases and quarantine restrictions. **Root Cause:** Teacher/Paraprofessional Attendance: When staff members are absent good first time instruction is lost.

Parent and Community Engagement

Parent and Community Engagement Strengths

Veterans Day Celebration included many community members and relatives of Hamilton Elementary.

Volunteers clocked in over 100 hours.

Parents/guardians attended multiple school wide activities such as Field Day, Mom/Son Food Truck event, Open House, Curriculum Night, Pep Rallies, Choir Concerts, Music Performances, Spelling Bee, Name that Book Contest

Families participated in Marcos Pizza Night and Whataburger as a mini fundraiser.

PTO volunteers at Day of Awesome

Social Media presence increased.

Multiple modes of communication utilized.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Small percentage of families are volunteer base. **Root Cause:** Parent and Community Engagement: Hamilton needs to use social media as avenue to reach broader volunteer base and reach out to new families as they enroll.








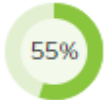

Priority Problem Statements














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: Reading/ELA: Students will consistently be provided with small group instruction during the school day to provide differentiation and targeted instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will utilize substitute teachers to cover classroom and conduct writing conferences once per semester with all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Through purposeful planning teachers will give students opportunities to write one quick write per week and take piece through writing process</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Through purposeful planning and multiple sources of data classroom teachers will use small group instruction to meet the differentiated levels of learners.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Through purposeful planning the focus will be vocabulary development. Hands on experiences will be provided. Large group teachers will incorporate vocabulary into lessons. Word walls will be used throughout the building.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: targeted small group instruction. GAP time is scheduled the first or last 30 minutes of the day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Paraprofessionals</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 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Structured tutorials. Tuesday-Friday 2 days ELAR, 2 days Math</p> <p>Strategy's Expected Result/Impact: Students identified to participate in before school tutorials will pass district provided reading and math assessments with at least 70% accuracy. Students identified will score in the minimum score in "Meets" range.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Primary Reading Interventionist. Teacher works with identified students pushing into classrooms and also pulling out groups of students using Fly Leaf Publishing.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 school year primary students will read on grade level and/or achieve a minimum of one year of growth in reading.</p> <p>Staff Responsible for Monitoring: Principal</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

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in grades 3-5 who failed mid year assessment in Reading and Math will be put into small groups to address gaps in learning.</p> <p>Strategy's Expected Result/Impact: The students will reach approaches or higher standard on STAAR test on content area addressed.</p> <p>Staff Responsible for Monitoring: Principal, APs, IS, AMIP, ARIP teachers</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$1,326</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff will be trained in the district's safety policies.</p> <p>Strategy's Expected Result/Impact: Executing the district's safety policies will create a safe environment for our students to grow and learn.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</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: Principal Assistant Principal</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 2021-2022 school year, student attendance will be at 97%

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Attendance Secretary Teachers Administrators</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			



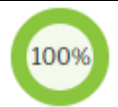
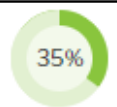

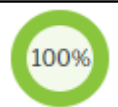




Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS matrix and PAWS. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%. Staff Responsible for Monitoring: Administrators Counselor Paraprofessionals Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Restorative Discipline with strategies for teachers will continue to be used. Staff development opportunities will be provided. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%. Staff Responsible for Monitoring: Counselors Teachers Administrators Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Restorative Discipline techniques will be used. Staff development opportunities will be provided. Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%. Staff Responsible for Monitoring: Administrators Teachers Counselors Paraprofessionals</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Restorative Discipline techniques will be used. Professional development opportunities will be provided.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Paraprofessionals Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Professional development opportunities will be provided to continue to provide staff with ways to prevent violent incidences on campus.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Incentives given for staff who have perfect attendance each grading period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal Campus Secretary Administrators</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: All staff will be trained in Quantum Learning</p> <p>Strategy's Expected Result/Impact: Higher student engagement which will result in student growth and achievement</p> <p>Staff Responsible for Monitoring: Teachers Administrators</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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will increase parent and family engagement by increasing communication via social media, newsletters, and other modes of communication.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal Campus Secretary Administrators</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Hamilton Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Hamilton Elementary School

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

Campus Funding Summary

Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$1,326.00
Sub-Total					\$1,326.00

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	Hamilton ES	All	156	138	88%	90%	2%	157	143	91%
Math	3	Hamilton ES	Hispanic	30	24	80%	81%	1%	34	28	82%
Math	3	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	Asian	23	21	91%	95%	4%	16	16	100%
Math	3	Hamilton ES	African Am.	11	7	64%	65%	1%	12	9	75%
Math	3	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	White	86	80	93%	94%	1%	90	86	96%
Math	3	Hamilton ES	Two or More	6	6	100%	100%	0%	5	4	80%
Math	3	Hamilton ES	Eco. Dis.	23	18	78%	79%	1%	34	29	85%
Math	3	Hamilton ES	LEP Current	8	6	75%	76%	1%	8	7	88%
Math	3	Hamilton ES	At-Risk	36	30	83%	85%	2%	52	42	81%
Math	3	Hamilton ES	SPED	9	8	89%	89%	0%	16	9	56%
Math	4	Hamilton ES	All	154	135	88%	90%	2%	180	156	87%
Math	4	Hamilton ES	Hispanic	27	22	81%	82%	1%	38	27	71%
Math	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	Asian	21	21	100%	100%	0%	27	25	93%
Math	4	Hamilton ES	African Am.	14	8	57%	60%	3%	18	14	78%
Math	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	White	87	80	92%	95%	3%	90	84	93%
Math	4	Hamilton ES	Two or More	5	4	80%	81%	1%	7	6	86%
Math	4	Hamilton ES	Eco. Dis.	28	19	68%	70%	2%	32	22	69%
Math	4	Hamilton ES	LEP Current	15	14	93%	95%	2%	6	3	50%
Math	4	Hamilton ES	At-Risk	24	22	92%	93%	1%	54	41	76%
Math	4	Hamilton ES	SPED	11	7	64%	65%	1%	9	5	56%
Math	5	Hamilton ES	All	160	150	94%	99%	5%	170	164	96%
Math	5	Hamilton ES	Hispanic	27	26	96%	95%	-1%	32	30	94%
Math	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	Asian	22	21	95%	97%	2%	18	18	100%
Math	5	Hamilton ES	African Am.	5	4	80%	82%	2%	19	16	84%
Math	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	White	100	94	94%	95%	1%	96	95	99%
Math	5	Hamilton ES	Two or More	6	5	83%	85%	2%	5	5	100%
Math	5	Hamilton ES	Eco. Dis.	31	27	87%	88%	1%	33	29	88%
Math	5	Hamilton ES	LEP Current	7	6	86%	87%	1%	14	13	93%
Math	5	Hamilton ES	At-Risk	39	34	87%	88%	1%	66	62	94%
Math	5	Hamilton ES	SPED	11	8	73%	75%	2%	12	10	83%

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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	Hamilton ES	All	156	139	89%	90%	1%	157	149	95%
Reading	3	Hamilton ES	Hispanic	30	24	80%	81%	1%	34	31	91%
Reading	3	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	Asian	23	21	91%	95%	4%	16	16	100%
Reading	3	Hamilton ES	African Am.	11	8	73%	75%	2%	12	11	92%
Reading	3	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	White	86	81	94%	95%	1%	90	87	97%
Reading	3	Hamilton ES	Two or More	6	5	83%	85%	2%	5	4	80%
Reading	3	Hamilton ES	Eco. Dis.	23	17	74%	75%	1%	34	32	94%
Reading	3	Hamilton ES	LEP Current	8	6	75%	77%	2%	8	7	88%
Reading	3	Hamilton ES	At-Risk	36	28	78%	80%	2%	52	45	87%
Reading	3	Hamilton ES	SPED	9	6	67%	68%	1%	16	11	69%
Reading	4	Hamilton ES	All	153	134	88%	90%	2%	180	163	91%
Reading	4	Hamilton ES	Hispanic	27	21	78%	80%	2%	38	31	82%
Reading	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	Asian	21	19	90%	95%	5%	27	24	89%
Reading	4	Hamilton ES	African Am.	14	10	71%	75%	4%	18	13	72%
Reading	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	White	87	80	92%	95%	3%	90	88	98%
Reading	4	Hamilton ES	Two or More	*	*	*	*	*	7	7	100%
Reading	4	Hamilton ES	Eco. Dis.	27	19	70%	75%	5%	32	26	81%
Reading	4	Hamilton ES	LEP Current	15	10	67%	70%	3%	6	3	50%
Reading	4	Hamilton ES	At-Risk	24	19	79%	80%	1%	54	44	81%
Reading	4	Hamilton ES	SPED	11	6	55%	56%	1%	9	6	67%
Reading	5	Hamilton ES	All	160	147	92%	95%	3%	169	165	98%
Reading	5	Hamilton ES	Hispanic	27	26	96%	97%	1%	32	30	94%
Reading	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	Asian	22	21	95%	96%	1%	18	18	100%
Reading	5	Hamilton ES	African Am.	5	3	60%	75%	15%	19	17	89%
Reading	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	White	100	92	92%	93%	1%	95	95	100%
Reading	5	Hamilton ES	Two or More	6	5	83%	85%	2%	5	5	100%
Reading	5	Hamilton ES	Eco. Dis.	31	25	81%	82%	1%	33	31	94%
Reading	5	Hamilton ES	LEP Current	7	5	71%	75%	4%	14	13	93%
Reading	5	Hamilton ES	At-Risk	39	31	79%	80%	1%	65	62	95%
Reading	5	Hamilton ES	SPED	11	8	73%	75%	2%	12	10	83%

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	Hamilton ES	All	158	144	91%	93%	2%	169	154	91%
Science	5	Hamilton ES	Hispanic	27	25	93%	93%	0%	31	26	84%
Science	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	Asian	22	19	86%	88%	2%	18	18	100%
Science	5	Hamilton ES	African Am.	5	3	60%	62%	2%	19	16	84%
Science	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	White	98	92	94%	95%	1%	96	90	94%
Science	5	Hamilton ES	Two or More	6	5	83%	84%	1%	5	4	80%
Science	5	Hamilton ES	Eco. Dis.	30	25	83%	84%	1%	32	25	78%
Science	5	Hamilton ES	LEP Current	7	6	86%	87%	1%	14	12	86%
Science	5	Hamilton ES	At-Risk	37	30	81%	82%	1%	65	54	83%
Science	5	Hamilton ES	SPED	10	5	50%	51%	1%	12	8	67%

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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	Hamilton ES	All	154	95	62%	65%	3%	180	108	60%
Math	4	Hamilton ES	Hispanic	27	11	41%	42%	1%	38	17	45%
Math	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	Asian	21	16	76%	80%	4%	27	22	81%
Math	4	Hamilton ES	African Am.	14	3	21%	25%	4%	18	5	28%
Math	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	White	87	62	71%	75%	4%	90	61	68%
Math	4	Hamilton ES	Two or More	5	3	60%	61%	1%	7	3	43%
Math	4	Hamilton ES	Eco. Dis.	28	8	29%	30%	1%	32	10	31%
Math	4	Hamilton ES	LEP Current	15	6	40%	42%	2%	6	1	17%
Math	4	Hamilton ES	At-Risk	24	13	54%	55%	1%	54	17	31%
Math	4	Hamilton ES	SPED	11	6	55%	56%	1%	9	3	33%
Math	5	Hamilton ES	All	160	128	80%	81%	1%	170	132	78%
Math	5	Hamilton ES	Hispanic	27	23	85%	86%	1%	32	22	69%
Math	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	Asian	22	21	95%	96%	1%	18	16	89%
Math	5	Hamilton ES	African Am.	5	1	20%	25%	5%	19	12	63%
Math	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	White	100	79	79%	80%	1%	96	79	82%
Math	5	Hamilton ES	Two or More	6	4	67%	70%	3%	5	3	60%
Math	5	Hamilton ES	Eco. Dis.	31	16	52%	55%	3%	33	17	52%
Math	5	Hamilton ES	LEP Current	7	4	57%	60%	3%	14	9	64%
Math	5	Hamilton ES	At-Risk	39	24	62%	63%	1%	66	39	59%
Math	5	Hamilton ES	SPED	11	6	55%	56%	1%	12	6	50%
Reading	4	Hamilton ES	All	153	98	64%	65%	1%	180	134	74%
Reading	4	Hamilton ES	Hispanic	27	14	52%	55%	3%	38	24	63%
Reading	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	Asian	21	17	81%	85%	4%	27	22	81%
Reading	4	Hamilton ES	African Am.	14	7	50%	55%	5%	18	9	50%
Reading	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	White	87	58	67%	70%	3%	90	73	81%
Reading	4	Hamilton ES	Two or More	*	*	*	*	*	7	6	86%
Reading	4	Hamilton ES	Eco. Dis.	27	10	37%	40%	3%	32	16	50%
Reading	4	Hamilton ES	LEP Current	15	4	27%	30%	3%	6	1	17%
Reading	4	Hamilton ES	At-Risk	24	12	50%	55%	5%	54	26	48%
Reading	4	Hamilton ES	SPED	11	3	27%	28%	1%	9	4	44%

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	Hamilton ES	All	160	125	78%	80%	2%	169	150	89%
Reading	5	Hamilton ES	Hispanic	27	21	78%	80%	2%	32	26	81%
Reading	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	Asian	22	19	86%	90%	4%	18	17	94%
Reading	5	Hamilton ES	African Am.	5	2	40%	50%	10%	19	14	74%
Reading	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	White	100	81	81%	82%	1%	95	88	93%
Reading	5	Hamilton ES	Two or More	6	2	33%	34%	1%	5	5	100%
Reading	5	Hamilton ES	Eco. Dis.	31	15	48%	50%	2%	33	24	73%
Reading	5	Hamilton ES	LEP Current	7	4	57%	60%	3%	14	9	64%
Reading	5	Hamilton ES	At-Risk	39	23	59%	60%	1%	65	50	77%
Reading	5	Hamilton ES	SPED	11	6	55%	56%	1%	12	9	75%
Science	5	Hamilton ES	All	158	106	67%	68%	1%	169	121	72%
Science	5	Hamilton ES	Hispanic	27	19	70%	75%	5%	31	18	58%
Science	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	Asian	22	18	82%	83%	1%	18	15	83%
Science	5	Hamilton ES	African Am.	5	1	20%	25%	5%	19	9	47%
Science	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	White	98	64	65%	66%	1%	96	76	79%
Science	5	Hamilton ES	Two or More	6	4	67%	70%	3%	5	3	60%
Science	5	Hamilton ES	Eco. Dis.	30	12	40%	42%	2%	32	15	47%
Science	5	Hamilton ES	LEP Current	7	5	71%	72%	1%	14	5	36%
Science	5	Hamilton ES	At-Risk	37	16	43%	45%	2%	65	33	51%
Science	5	Hamilton ES	SPED	10	2	20%	25%	5%	12	6	50%

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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	
					#	%				#	%
Math	3	Hamilton ES	All	156	56	36%	40%	4%	157	69	44%
Math	3	Hamilton ES	Hispanic	30	10	33%	35%	2%	34	11	32%
Math	3	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	Asian	23	15	65%	66%	1%	16	11	69%
Math	3	Hamilton ES	African Am.	11	3	27%	30%	3%	12	4	33%
Math	3	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	White	86	27	31%	33%	2%	90	42	47%
Math	3	Hamilton ES	Two or More	6	1	17%	18%	1%	5	1	20%
Math	3	Hamilton ES	Eco. Dis.	23	4	17%	18%	1%	34	8	24%
Math	3	Hamilton ES	LEP Current	8	1	13%	15%	2%	8	3	38%
Math	3	Hamilton ES	At-Risk	36	8	22%	25%	3%	52	14	27%
Math	3	Hamilton ES	SPED	9	2	22%	25%	3%	16	1	6%
Math	4	Hamilton ES	All	154	74	48%	50%	2%	180	64	36%
Math	4	Hamilton ES	Hispanic	27	8	30%	32%	2%	38	10	26%
Math	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	Asian	21	12	57%	60%	3%	27	17	63%
Math	4	Hamilton ES	African Am.	14	2	14%	20%	6%	18	2	11%
Math	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	White	87	49	56%	57%	1%	90	33	37%
Math	4	Hamilton ES	Two or More	5	3	60%	61%	1%	7	2	29%
Math	4	Hamilton ES	Eco. Dis.	28	6	21%	25%	4%	32	5	16%
Math	4	Hamilton ES	LEP Current	15	4	27%	28%	1%	6	1	17%
Math	4	Hamilton ES	At-Risk	24	10	42%	43%	1%	54	5	9%
Math	4	Hamilton ES	SPED	11	4	36%	40%	4%	9	0	0%
Math	5	Hamilton ES	All	160	90	56%	57%	1%	170	86	51%
Math	5	Hamilton ES	Hispanic	27	12	44%	45%	1%	32	11	34%
Math	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	Asian	22	18	82%	86%	4%	18	15	83%
Math	5	Hamilton ES	African Am.	5	1	20%	25%	5%	19	6	32%
Math	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	White	100	57	57%	58%	1%	96	53	55%
Math	5	Hamilton ES	Two or More	6	2	33%	34%	1%	5	1	20%
Math	5	Hamilton ES	Eco. Dis.	31	7	23%	25%	2%	33	9	27%
Math	5	Hamilton ES	LEP Current	7	1	14%	15%	1%	14	4	29%
Math	5	Hamilton ES	At-Risk	39	11	28%	30%	2%	66	19	29%
Math	5	Hamilton ES	SPED	11	2	18%	20%	2%	12	4	33%

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	Hamilton ES	All	156	73	47%	50%	3%	157	94	60%
Reading	3	Hamilton ES	Hispanic	30	11	37%	40%	3%	34	18	53%
Reading	3	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	Asian	23	15	65%	70%	5%	16	11	69%
Reading	3	Hamilton ES	African Am.	11	4	36%	40%	4%	12	3	25%
Reading	3	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	White	86	41	48%	55%	7%	90	62	69%
Reading	3	Hamilton ES	Two or More	6	2	33%	50%	17%	5	0	0%
Reading	3	Hamilton ES	Eco. Dis.	23	6	26%	27%	1%	34	12	35%
Reading	3	Hamilton ES	LEP Current	8	1	13%	15%	2%	8	2	25%
Reading	3	Hamilton ES	At-Risk	36	12	33%	35%	2%	52	21	40%
Reading	3	Hamilton ES	SPED	9	3	33%	35%	2%	16	4	25%
Reading	4	Hamilton ES	All	153	67	44%	45%	1%	180	87	48%
Reading	4	Hamilton ES	Hispanic	27	10	37%	40%	3%	38	15	39%
Reading	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	Asian	21	13	62%	65%	3%	27	19	70%
Reading	4	Hamilton ES	African Am.	14	2	14%	20%	6%	18	5	28%
Reading	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	White	87	40	46%	50%	4%	90	45	50%
Reading	4	Hamilton ES	Two or More	*	*	*	*	*	7	3	43%
Reading	4	Hamilton ES	Eco. Dis.	27	6	22%	23%	1%	32	8	25%
Reading	4	Hamilton ES	LEP Current	15	2	13%	14%	1%	6	0	0%
Reading	4	Hamilton ES	At-Risk	24	9	38%	39%	1%	54	13	24%
Reading	4	Hamilton ES	SPED	11	3	27%	28%	1%	9	2	22%
Reading	5	Hamilton ES	All	160	101	63%	64%	1%	169	116	69%
Reading	5	Hamilton ES	Hispanic	27	13	48%	50%	2%	32	17	53%
Reading	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	Asian	22	17	77%	78%	1%	18	14	78%
Reading	5	Hamilton ES	African Am.	5	1	20%	22%	2%	19	10	53%
Reading	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	White	100	68	68%	70%	2%	95	71	75%
Reading	5	Hamilton ES	Two or More	6	2	33%	35%	2%	5	4	80%
Reading	5	Hamilton ES	Eco. Dis.	31	9	29%	30%	1%	33	15	45%
Reading	5	Hamilton ES	LEP Current	7	4	57%	60%	3%	14	6	43%
Reading	5	Hamilton ES	At-Risk	39	13	33%	35%	2%	65	27	42%
Reading	5	Hamilton ES	SPED	11	4	36%	37%	1%	12	4	33%

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	Hamilton ES	All	158	69	44%	50%	6%	169	70	41%
Science	5	Hamilton ES	Hispanic	27	9	33%	35%	2%	31	8	26%
Science	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	Asian	22	13	59%	65%	6%	18	11	61%
Science	5	Hamilton ES	African Am.	5	1	20%	25%	5%	19	3	16%
Science	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	White	98	45	46%	47%	1%	96	47	49%
Science	5	Hamilton ES	Two or More	6	1	17%	20%	3%	5	1	20%
Science	5	Hamilton ES	Eco. Dis.	30	4	13%	15%	2%	32	7	22%
Science	5	Hamilton ES	LEP Current	7	2	29%	30%	1%	14	0	0%
Science	5	Hamilton ES	At-Risk	37	8	22%	25%	3%	65	14	22%
Science	5	Hamilton ES	SPED	10	2	20%	22%	2%	12	3	25%

Hamilton ES

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 67% to 77% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
67%	69%	71%	74%	77%

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		64%	67%		75%				37%			69%	56%
2022	NA	66%	69%	NA	77%	NA	NA	NA	39%	NA	NA	71%	58%
2023	NA	68%	71%	NA	79%	NA	NA	NA	41%	NA	NA	73%	60%
2024	NA	71%	74%	NA	82%	NA	NA	NA	44%	NA	NA	76%	63%
2025	NA	74%	77%	NA	85%	NA	NA	NA	47%	NA	NA	79%	66%

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 77% to 87% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
77%	79%	81%	84%	87%

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		79%	72%		93%				63%			76%	80%
2022	NA	81%	74%	NA	95%	NA	NA	NA	65%	NA	NA	78%	82%
2023	NA	83%	76%	NA	97%	NA	NA	NA	67%	NA	NA	80%	84%
2024	NA	86%	79%	NA	100%	NA	NA	NA	70%	NA	NA	83%	87%
2025	NA	89%	82%	NA	103%	NA	NA	NA	73%	NA	NA	86%	90%

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.