Cypress-Fairbanks Independent School District

Lieder 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

Lieder Leopards are Better Together!

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 8
- Parent and Community Engagement 9

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 13
- 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. 14
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 27
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 32
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 34

State Compensatory 36
- Budget for Lieder Elementary School 37
- Personnel for Lieder Elementary School 37

Title I Personnel 37

Campus Funding Summary 38

Addendums 40

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: The CPOC committee reviewed data for each of the four goals. Vertical teams reviewed the data and identified strengths and needs. The CPOC committee completed a Root-Cause analysis for each area and identified problem statements and strategies to address each problem.

In summary, the comprehensive needs assessment denotes the following: After reviewing the campus data, it was noticed that our students begin to struggle in 3rd grade reading, which also affects other subject areas. As a campus we discovered that we needed strategies that addressed literacy through intentional interventions and access to print-rich environments that will help fill in gaps in learning while providing differentiated instruction with high expectations for all our students.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*

- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office and at Loch Katrine apartments.

Student Achievement

Student Achievement Strengths

Strengths in Math:

- Our third grade approaches scores were higher than our cluster in the African American group.
- Our 3rd grade masters scores were higher than our cluster in the white group.
- Our 4th grade approaches scores were higher than the district and cluster average in the African American and SpEd groups and higher than our cluster in the white group.
- Our 4th grade meets scores were higher than the cluster in the white, LEP and SpEd group.
- Our 4th grade masters scores were higher than both the district and our cluster in the LEP group.
- Our 5th grade meets scores were higher than our cluster in the African American group.
- Our 5th grade masters scores were higher than both the district and our cluster in the LEP group and higher than the cluster in the African American and economically disadvantaged group.

Strengths in Reading:

- Our 3rd grade approaches scores were higher than both the district and the cluster in the African American group and higher than the cluster in the all category as well as the economically disadvantaged and LEP group.
- Our 3rd grade meets scores were higher than our cluster in the all category as well as the economically disadvantaged and LEP groups and higher than both the district and our cluster in the African American group.
- Our 3rd grade masters scores were higher than our cluster in the all category as well as the white, economically disadvantaged and LEP groups as well as higher than both the district and our cluster in the African American group.
- Our 4th grade reading approaches scores were higher than our cluster in the all category as well as the LEP and SpEd groups and higher than both our cluster and the district in the white category.
- Our 4th grade meets scores were higher than our cluster in the white group as well as higher than both the district and our cluster in the African American, LEP and SpEd groups.
- Our 4th grade masters scores were higher than our cluster in the all category as well as the African American and white group as well as higher than both the district and our cluster in the LEP and SpEd groups.
- Our 5th grade approaches scores were higher than our cluster in the African American and economically disadvantaged groups.
- Our 5th grade meets scores were higher than our cluster in the all category as well as the Hispanic and African American group and higher than both the district and our cluster in the economically disadvantaged and LEP groups.
- Our 5th grade masters scores were higher than our cluster in the all category as well as the African American, economically disadvantaged and LEP groups as well as higher than both the district and our cluster in the Hispanic group.

Strengths in Writing:

- Our 4th grade approaches scores were higher than both the district and the cluster in the African American and SpEd groups as well as higher than the cluster in the white group.
- Our 4th grade meets scores were higher than the cluster in the African American and white group as well as higher than both the district and our cluster in the SpEd group.
- Our 4th grade masters scores were higher than the cluster in the white group.

Strengths in Science:

- Our 5th grade approaches scores were higher than our cluster in the all category as well as the Hispanic, economically disadvantaged, LEP and SpEd groups.
  Our 5th grade meets scores were higher than the our cluster in the all and economically disadvantaged groups as well as higher than both the district and our cluster in the

Hispanic, African American and LEP groups.
- Our 5th grade masters scores were higher than both our cluster and the district in the African American and LEP groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Students in K-5 are not meeting independent reading level expectations for their grade level. **Root Cause:** Reading: Teachers and instructional staff need to plan collaboratively specifically for differentiation in reading instruction to meet specific student needs.

Problem Statement 2: Writing: Students are not meeting grade level writing expectations in K-5th grade. **Root Cause:** Writing: Teachers and instructional staff need to continue to teach vocabulary, oral language and writing skills at grade level standard.

Problem Statement 3: Math: Students do not have the number sense and pre-requisite skills needed to master current grade-level standards in 2nd through 5th-grade math. **Root Cause:**
Math: Teachers and instructional staff need to strategically review math data in vertical teams in such a way that drives instruction leading to an increase of proficiency in pre-requisite skills.

Problem Statement 4: Science: Students lack academic and non-academic vocabulary knowledge, which leads to low reading comprehension in science. **Root Cause:** Science: Teachers and instructional staff need to implicitly teach and reinforce vocabulary skills through the use of interactive word walls.

Problem Statement 5: Students are beginning the 2021-22 school year with significant learning gaps due to the loss of face to face instruction from March 2019-May 2021. **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.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

In the 2020-2021 school year, we had 0 exclusionary disciplinary actions such as suspensions or expulsions. 100% of our teachers used PBIS restorative discipline practices.

In the 2020-2021 school year, all required drills were completed within required timelines. The campus had an Emergency Operations Committee that gave feedback to the campus regarding ways to improve campus safety protocols and procedures.

In the 2020-2021 school year we implemented the 7 Habits of Highly Effective People schoolwide, leading to a greater amount of resilience, grit and leadership among students and staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Due to the COVID-19 Pandemic, we were not able to provide face to face opportunities for parents and community members to engage with student achievements and success as we have in the past. **Root Cause:** School Culture and Climate: We need to provide more opportunities for our families to connect to school goals and staff so that we can break the cultural and linguistic barriers that make it difficult for our entire school community to engage in academic achievement goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Lieder provided professional development opportunities on campus and after school throughout the school year that focused on content support as well as personal capacity for navigating change and building resilience and leadership.

Staff celebrations and appreciation activities occurred at twice a month throughout the school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment and Retention: Staff have a high level of expectations and demands placed on them from a federal, state, district, and personal level after the loss of instruction due to virtual learning and the COVID-19 pandemic. **Root Cause:** Staff Quality, Recruitment and Retention: We need to do all we can to help teachers and paraprofessionals manage their stress levels while at school.

Parent and Community Engagement

Parent and Community Engagement Strengths

Each of our family nights had over 75% of families participating in the event.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our families are encountering new challenges engaging with school staff and their student's learning virtually. **Root Cause:** Parent and Community Engagement: We need to provide opportunities for our families to learn needed technology skills to engage their kids or with their teachers.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

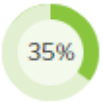
- Study of best practices

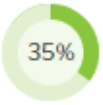
Goals

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

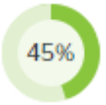
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: All subjects: We will celebrate reading growth with students individually, in classrooms, grade levels and campus wide. **Strategy's Expected Result/Impact:** 100% of our students will grow in reading by May of 2022. **Staff Responsible for Monitoring:** Teachers, paraprofessionals, instructional specialists			

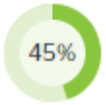
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Reading: We will create intervention groups by reading level that will meet during our intervention time to raise reading levels by at least one year's growth. **Strategy's Expected Result/Impact:** Reading levels will grow one year. Meet or exceed STAAR performance targets. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ISs, Librarian & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Library Books for Instruction & Intervention Groups - Title I - $10,000			

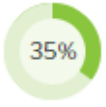
Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Writing: Our teachers will intentionally plan for quality small group instruction that will differentiate for the needs of each of their students in writing. **Strategy's Expected Result/Impact:** Students writing will grow to meet or exceed the CIP targets. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists.			

Strategy 4 Details	Formative Reviews		
Strategy 4: Writing: Utilize sentence stems in all content areas to increase rigor in writing for emergent bilingual students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Math: Share data vertically to drive instruction so that our kids can be proficient in prerequisite skills. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team. **Funding Sources:** Math Web Based Resources such as EducationGalexy & EdPuzzle - Title I - $6,000	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Science: Increase vocabulary and exploration strategies for students to deepen their understanding of content. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team.	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: 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 intervention of identified groups of students who demonstrate a need for either Reading or Math intervention. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists. **Funding Sources:** Temporary workers for additional interventions - Title I - $18,000	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Leader in Me character education program, Student Council, after school clubs, football & baseball teams, & opportunities to participate in the Superintendent Fun Run. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 9: Deepen understanding of and address specific academic needs of the Hispanic & economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** 1. Classroom libraries will hold books organized in such a way that students are able to access appropriate level text. 2. Instructional supplies will supplement for school supplies that were not able to be provided from the family due to the hardships caused by COVID-19. 3. We will pay staff to help with translating phone calls during off contract time to assist parents with difficulties with technology, CFISD surveys, and virtual instruction 4. Teachers and paraprofessionals will be eligible to receive extra duty pay for attending professional development for Launching Leadership training. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Classroom Library Bookshelves - Title I - $4,650, Instructional Supplies - Title I - $10,000, Extra duty pay for translations to increase family-school engagement - Title I - $5,000, Extra duty pay for professional development - Title I - $12,000, Technology supplies and support for virtual instruction such as earbuds and data cords. - Title I - $3,360			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades 3-5 will have 3 rounds of after school tutoring throughout the year which includes Bus transportation.	Formative		
Strategy's Expected Result/Impact: Students attending 3rd-5th STAAR tutoring will improve their scores in reading and math by at least 10% from the middle of the year benchmark to STAAR.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	35%	70%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: 2nd Grade Class Size Reduction Teacher	Formative		
Strategy's Expected Result/Impact: At the end of the 2021-2022 school year, students in the ESSER teacher's class size reduction class will increase their ELAR & math assessment scores by at least 10% from the middle of the year 2nd grade benchmark to the end of the year 2nd grade benchmark.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	35%	70%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Leading Learning Series: STAAR4Ward - This PD series will provide leadership and content capacity training for APs, ISs & Interventionist	Formative		
Strategy's Expected Result/Impact: By the end of the school year, students being seen by intervention teachers will increase their independent reading levels by at least one year's growth from the beginning of the year DPM to the end of the year DPM.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	35%	70%	95%

Strategy 4 Details	Formative Reviews		
Strategy 4: Action Based Learning full staff training and supplies for teaching students social skill lessons through Action Based Learning Lab.	Formative		
Strategy's Expected Result/Impact: At the end of the 2021-2022 school year, Lieder's office referrals will decrease by 5% from	Nov	Feb	May

the 2020-2021 school year, allowing more time in class for quality first instruction with students.
Staff Responsible for Monitoring: Principal

Funding Sources: Supplies - ESSER III - $1,595

35%	70%	95%

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

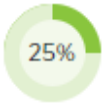
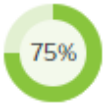
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: We will use our SCE money to meet the academic needs of at-risk students. **Strategy's Expected Result/Impact:** Students will meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal **Funding Sources:** At-risk supplies - Special Allotment: Compensatory Education - $3,423	35%	70%	95%

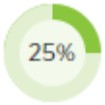
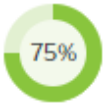
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

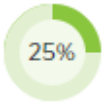
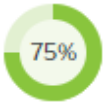
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

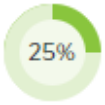
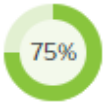
Performance Objective 4: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

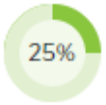
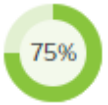
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

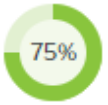
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: All subjects: We will celebrate reading growth with students individually, in classrooms, grade levels and campus wide. **Strategy's Expected Result/Impact:** 100% of our students will grow in reading by May of 2022. **Staff Responsible for Monitoring:** Teachers, paraprofessionals, instructional specialists			

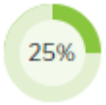
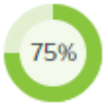
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Reading: We will create intervention groups by reading level that will meet during our intervention time to raise reading levels by at least one year's growth. **Strategy's Expected Result/Impact:** Reading levels will grow one year. Meet or exceed STAAR performance targets. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ISs, Librarian & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Library Books for Instruction & Intervention Groups - Title I - $10,000			

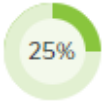
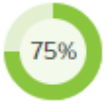
Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Writing: Our teachers will intentionally plan for quality small group instruction that will differentiate for the needs of each of their students in writing. **Strategy's Expected Result/Impact:** Students writing will grow to meet or exceed the CIP targets. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists.			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Writing: Utilize sentence stems in all content areas to increase rigor in writing for emergent bilingual students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.			

Strategy 5 Details	Formative Reviews		
Strategy 5: Math: Share data vertically to drive instruction so that our kids can be proficient in prerequisite skills. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team. **Funding Sources:** Math Web Based Resources such as EducationGalexy & EdPuzzle - Title I - $6,000	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Science: Increase vocabulary and exploration strategies for students to deepen their understanding of content. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team.	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: 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 intervention of identified groups of students who demonstrate a need for either Reading or Math intervention. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists. **Funding Sources:** Temporary workers for additional interventions - Title I - $18,000	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Leader in Me character education program, Student Council, after school clubs, football & baseball teams, & opportunities to participate in the Superintendent Fun Run. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 9: Deepen understanding of and address specific academic needs of the Hispanic & economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** 1. Classroom libraries will hold books organized in such a way that students are able to access appropriate level text. 2. Instructional supplies will supplement for school supplies that were not able to be provided from the family due to the hardships caused by COVID-19. 3. We will pay staff to help with translating phone calls during off contract time to assist parents with difficulties with technology, CFISD surveys, and virtual instruction 4. Teachers and paraprofessionals will be eligible to receive extra duty pay for attending professional development for Launching Leadership training. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Technology supplies and support for virtual instruction such as earbuds and data cords. - Title I - $3,360, Extra duty pay for professional development - Title I - $12,000, Instructional Supplies - Title I - $10,000, Extra duty pay for translations to increase family-school engagement - Title I - $5,000, Classroom Library Bookshelves - Title I - $4,650	25%	50%	75%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 5: 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

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

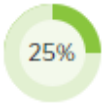
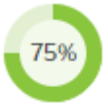
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

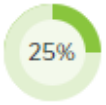
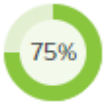
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: All subjects: We will celebrate reading growth with students individually, in classrooms, grade levels and campus wide. **Strategy's Expected Result/Impact:** 100% of our students will grow in reading by May of 2022. **Staff Responsible for Monitoring:** Teachers, paraprofessionals, instructional specialists	25%	50%	75%

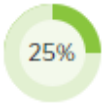
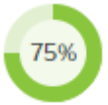
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Reading: We will create intervention groups by reading level that will meet during our intervention time to raise reading levels by at least one year's growth. **Strategy's Expected Result/Impact:** Reading levels will grow one year. Meet or exceed STAAR performance targets. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ISs, Librarian & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Library Books for Instruction & Intervention Groups - Title I - $10,000	25%	55%	0%

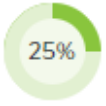
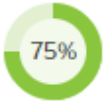
Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Writing: Our teachers will intentionally plan for quality small group instruction that will differentiate for the needs of each of their students in writing. **Strategy's Expected Result/Impact:** Students writing will grow to meet or exceed the CIP targets. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists.	25%	50%	75%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Writing: Utilize sentence stems in all content areas to increase rigor in writing for emergent bilingual students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.	25%	50%	75%

Strategy 5 Details	Formative Reviews		
Strategy 5: Math: Share data vertically to drive instruction so that our kids can be proficient in prerequisite skills. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team. **Funding Sources:** Math Web Based Resources such as EducationGalexy & EdPuzzle - Title I - $6,000	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Science: Increase vocabulary and exploration strategies for students to deepen their understanding of content. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, assistant principals, and coaching team.	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: 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 intervention of identified groups of students who demonstrate a need for either Reading or Math intervention. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, APs and Instructional Specialists. **Funding Sources:** Temporary workers for additional interventions - Title I - $18,000	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Leader in Me character education program, Student Council, after school clubs, football & baseball teams, & opportunities to participate in the Superintendent Fun Run. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 9: Deepen understanding of and address specific academic needs of the Hispanic & economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** 1. Classroom libraries will hold books organized in such a way that students are able to access appropriate level text. 2. Instructional supplies will supplement for school supplies that were not able to be provided from the family due to the hardships caused by COVID-19. 3. We will pay staff to help with translating phone calls during off contract time to assist parents with difficulties with technology, CFISD surveys, and virtual instruction 4. Teachers and paraprofessionals will be eligible to receive extra duty pay for attending professional development for Launching Leadership training. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Technology supplies and support for virtual instruction such as earbuds and data cords. - Title I - $3,360, Extra duty pay for professional development - Title I - $12,000, Instructional Supplies - Title I - $10,000, Extra duty pay for translations to increase family-school engagement - Title I - $5,000, Classroom Library Bookshelves - Title I - $4,650	25%	50%	70%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 7: 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

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

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: We will preteach and reteach drill expectations using daily morning meetings. **Strategy's Expected Result/Impact:** Students will be prepared for drill expectations. **Staff Responsible for Monitoring:** Behavior Interventionist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%. Teachers and assistant principals contact parents when students have missed 5 or days of school to support getting the students back to campus.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: Attendance awards are awarded to students each 9 weeks and students will be recognized through PBIS incentives. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 97%. **Staff Responsible for Monitoring:** Teachers, Behavior Interventionist	35%	50%	75%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

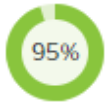
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

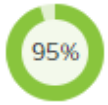
Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals will decrease by 2% and exclusionary discipline actions will remain at 0.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab and with PBIS strategies and celebrations. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 2%. **Staff Responsible for Monitoring:** Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: In School Suspensions: We will provide mentors to any SPED African American students to help build positive relationships that will help coach these students to greater success. **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will remain at 0. **Staff Responsible for Monitoring:** SPED Teacher, Behavior Interventionist			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Out of School Suspensions: We will implement PBIS practices and celebrations, schoolwide Leader in Me implementation, Action Based Learning lab, daily social skill lessons, and restorative practices in order to teach social skills that allow students to remain in class. **Strategy's Expected Result/Impact:** Out of school suspensions will continue to be 0%. **Staff Responsible for Monitoring:** Assistant Principal, Behavior Interventionist			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Special Opportunity School (SOS) Placements: We will implement consistent PBIS practices and celebrations, daily social skill lessons, and restorative practices in order to teach skills that allow students to remain in class. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionist			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Violence Prevention: We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom as well as providing guidance lessons monthly with the counselors in each classroom. **Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0%. **Staff Responsible for Monitoring:** Counselors, Teachers			

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines. **Strategy's Expected Result/Impact:** Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team	35%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Principal Secretary	35%	50%	75%

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: All staff will be trained in Action Based Learning strategies in addition to Stephen Covey's 7 Habits, Four Disciplines of Execution and Leader in Me schools. **Strategy's Expected Result/Impact:** Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students. **Staff Responsible for Monitoring:** Leader in Me Lighthouse Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals	35%	70%	95%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: High Quality Professional Development : Interventionists will train paraprofessionals four times a year in specific reading and math strategies to utilize in small groups with working with students. **Strategy's Expected Result/Impact:** Paraprofessionals will implement strategies to Increase in students' reading and math scores. **Staff Responsible for Monitoring:** Principal, APs, ISs **TEA Priorities:** Build a foundation of reading and math	40%	60%	85%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 5% through, family events, Watch Dog Dads, community day and parent-teacher conferences.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: We will offer multiple avenues for parent and community involvement through events at least twice a semester on campus, provide a monthly campus newsletter and video, as well as publish a weekly grade-level newsletter. **Strategy's Expected Result/Impact:** Lieder's parent and family involvement will increase by 5% based on attendance at family events such as Donuts with Grown Ups, Book Fair Family Night, Track or Treat, Winter Wonderland, and Community Days. **Staff Responsible for Monitoring:** Instructional Specialists, Librarian, Behavior Interventionist, Leader in me Lighthouse Team Members **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent and Family Involvement - Title I - $5,000	35%	70%	95%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Title I Campus: Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school. This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Loch Katrine Apartments, Yorktown Crossing & H-E-B. **Strategy's Expected Result/Impact:** 100% of parents and family members will have access to the Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Principal, Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 3.1	35%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Title I Campus: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. September 7th 5:30-6:30 September 8th 5:30-6:30 September 27th 9:00-10:00 **Strategy's Expected Result/Impact:** Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times. **Staff Responsible for Monitoring:** Principal, Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 3.2	35%	100%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: We will communicate frequently with our families and community through different modalities such as schoolwide and grade level newsletters, flyers, banners, and social media to increase involvement in school events during and after school **Strategy's Expected Result/Impact:** Increase parent attendance at events during and outside of the school day by 5%. **Staff Responsible for Monitoring:** Administrative staff and teachers	0%	50%	75%

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Lieder Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Lieder Elementary School

Name	Position	FTE
1 position	Aide Instructional	1
1 position	Instructional Specialist	1
1 position	Behavior Interventionist	1
1 positions	Reaching Enrichment/SGRI Teacher	1
3 positions	Core Content Area Interventionist	1
5 positions	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Interventionist	Small-group	1
Staff	Teacher	Class-size Reduction	1
Staff	Interventionist	Reading	.5

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Supplies		$1,595.00
				Sub-Total	$1,595.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Library Books for Instruction & Intervention Groups		$10,000.00
1	1	5	Math Web Based Resources such as EducationGalexy & EdPuzzle		$6,000.00
1	1	7	Temporary workers for additional interventions		$18,000.00
1	1	9	Technology supplies and support for virtual instruction such as earbuds and data cords.		$3,360.00
1	1	9	Extra duty pay for professional development		$12,000.00
1	1	9	Instructional Supplies		$10,000.00
1	1	9	Extra duty pay for translations to increase family-school engagement		$5,000.00
1	1	9	Classroom Library Bookshelves		$4,650.00
1	4	2	Library Books for Instruction & Intervention Groups		$10,000.00
1	4	5	Math Web Based Resources such as EducationGalexy & EdPuzzle		$6,000.00
1	4	7	Temporary workers for additional interventions		$18,000.00
1	4	9	Technology supplies and support for virtual instruction such as earbuds and data cords.		$3,360.00
1	4	9	Extra duty pay for professional development		$12,000.00
1	4	9	Instructional Supplies		$10,000.00
1	4	9	Extra duty pay for translations to increase family-school engagement		$5,000.00
1	4	9	Classroom Library Bookshelves		$4,650.00
1	6	2	Library Books for Instruction & Intervention Groups		$10,000.00
1	6	5	Math Web Based Resources such as EducationGalexy & EdPuzzle		$6,000.00
1	6	7	Temporary workers for additional interventions		$18,000.00
1	6	9	Technology supplies and support for virtual instruction such as earbuds and data cords.		$3,360.00
1	6	9	Extra duty pay for professional development		$12,000.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	9	Instructional Supplies		$10,000.00
1	6	9	Extra duty pay for translations to increase family-school engagement		$5,000.00
1	6	9	Classroom Library Bookshelves		$4,650.00
4	1	1	Parent and Family Involvement		$5,000.00
				Sub-Total	$212,030.00

Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	At-risk supplies		$3,423.00
				Sub-Total	$3,423.00

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	Lieder	All	117	60	51%	66%	15%	111	63	57%
Math	3	Lieder	Hispanic	85	40	47%	61%	14%	92	50	54%
Math	3	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lieder	Asian	8	7	88%	95%	7%	*	*	*
Math	3	Lieder	African Am.	11	5	45%	55%	10%	9	5	56%
Math	3	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lieder	White	11	7	64%	75%	11%	5	3	60%
Math	3	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	3	Lieder	Eco. Dis.	96	50	52%	60%	8%	96	53	55%
Math	3	Lieder	LEP Current	54	20	37%	53%	16%	42	19	45%
Math	3	Lieder	At-Risk	95	44	46%	60%	14%	92	47	51%
Math	3	Lieder	SPED	11	1	9%	20%	11%	5	1	20%
Math	4	Lieder	All	127	46	36%	50%	14%	127	69	54%
Math	4	Lieder	Hispanic	92	24	26%	40%	14%	91	41	45%
Math	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lieder	Asian	10	8	80%	90%	10%	9	9	100%
Math	4	Lieder	African Am.	12	5	42%	55%	13%	17	10	59%
Math	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lieder	White	9	6	67%	79%	12%	9	8	89%
Math	4	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	4	Lieder	Eco. Dis.	108	34	31%	46%	15%	110	55	50%
Math	4	Lieder	LEP Current	45	10	22%	37%	15%	63	26	41%
Math	4	Lieder	At-Risk	89	29	33%	40%	7%	107	56	52%
Math	4	Lieder	SPED	9	3	33%	40%	7%	15	0	0%
Math	5	Lieder	All	131	70	53%	65%	12%	136	84	62%
Math	5	Lieder	Hispanic	104	53	51%	65%	14%	98	59	60%
Math	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lieder	Asian	7	7	100%	100%	0%	10	10	100%
Math	5	Lieder	African Am.	11	5	45%	58%	13%	17	8	47%
Math	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lieder	White	*	*	*	*	*	7	5	71%
Math	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	5	Lieder	Eco. Dis.	118	61	52%	65%	13%	113	66	58%
Math	5	Lieder	LEP Current	36	15	42%	54%	12%	52	28	54%
Math	5	Lieder	At-Risk	101	47	47%	60%	13%	123	74	60%
Math	5	Lieder	SPED	14	2	14%	25%	11%	13	3	23%

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	Lieder	All	114	69	61%	78%	17%	111	85	77%
Reading	3	Lieder	Hispanic	82	45	55%	70%	15%	92	68	74%
Reading	3	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lieder	Asian	8	7	88%	93%	5%	*	*	*
Reading	3	Lieder	African Am.	11	7	64%	75%	11%	9	8	89%
Reading	3	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lieder	White	11	9	82%	90%	8%	5	4	80%
Reading	3	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	3	Lieder	Eco. Dis.	95	57	60%	70%	10%	96	71	74%
Reading	3	Lieder	LEP Current	52	24	46%	57%	11%	42	27	64%
Reading	3	Lieder	At-Risk	92	51	55%	65%	10%	92	68	74%
Reading	3	Lieder	SPED	11	0	0%	30%	30%	5	4	80%
Reading	4	Lieder	All	128	70	55%	75%	20%	126	89	71%
Reading	4	Lieder	Hispanic	93	47	51%	65%	14%	91	61	67%
Reading	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lieder	Asian	10	8	80%	90%	10%	9	9	100%
Reading	4	Lieder	African Am.	12	5	42%	60%	18%	17	10	59%
Reading	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lieder	White	9	8	89%	100%	11%	8	8	100%
Reading	4	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	4	Lieder	Eco. Dis.	109	57	52%	70%	18%	109	74	68%
Reading	4	Lieder	LEP Current	46	19	41%	60%	19%	63	38	60%
Reading	4	Lieder	At-Risk	90	49	54%	64%	10%	106	72	68%
Reading	4	Lieder	SPED	9	2	22%	38%	16%	15	5	33%
Reading	5	Lieder	All	131	89	68%	73%	5%	136	96	71%
Reading	5	Lieder	Hispanic	104	67	64%	76%	12%	98	68	69%
Reading	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lieder	Asian	7	7	100%	100%	0%	10	9	90%
Reading	5	Lieder	African Am.	11	6	55%	67%	12%	17	10	59%
Reading	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lieder	White	*	*	*	*	*	7	7	100%
Reading	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	5	Lieder	Eco. Dis.	118	78	66%	74%	8%	113	78	69%
Reading	5	Lieder	LEP Current	36	16	44%	60%	16%	52	33	63%
Reading	5	Lieder	At-Risk	101	63	62%	73%	11%	123	85	69%
Reading	5	Lieder	SPED	14	3	21%	33%	12%	13	4	31%

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	Lieder	All	130	83	64%	75%	11%	136	81	60%
Science	5	Lieder	Hispanic	103	67	65%	75%	10%	98	56	57%
Science	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lieder	Asian	7	7	100%	100%	0%	10	9	90%
Science	5	Lieder	African Am.	11	3	27%	40%	13%	17	7	41%
Science	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lieder	White	*	*	*	*	*	7	7	100%
Science	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Science	5	Lieder	Eco. Dis.	117	74	63%	75%	12%	113	63	56%
Science	5	Lieder	LEP Current	35	18	51%	61%	10%	52	27	52%
Science	5	Lieder	At-Risk	100	61	61%	71%	10%	123	72	59%
Science	5	Lieder	SPED	14	5	36%	45%	9%	13	2	15%

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	Lieder	All	127	19	15%	23%	8%	127	44	35%
Math	4	Lieder	Hispanic	92	8	9%	13%	4%	91	26	29%
Math	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lieder	Asian	10	5	50%	60%	10%	9	9	100%
Math	4	Lieder	African Am.	12	1	8%	17%	9%	17	6	35%
Math	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lieder	White	9	3	33%	43%	10%	9	2	22%
Math	4	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	4	Lieder	Eco. Dis.	108	12	11%	21%	10%	110	35	32%
Math	4	Lieder	LEP Current	45	4	9%	14%	5%	63	15	24%
Math	4	Lieder	At-Risk	89	12	13%	23%	10%	107	35	33%
Math	4	Lieder	SPED	9	1	11%	15%	4%	15	0	0%
Math	5	Lieder	All	131	40	31%	41%	10%	136	41	30%
Math	5	Lieder	Hispanic	104	28	27%	35%	8%	98	28	29%
Math	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lieder	Asian	7	6	86%	95%	9%	10	7	70%
Math	5	Lieder	African Am.	11	3	27%	35%	8%	17	3	18%
Math	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lieder	White	*	*	*	*	*	7	3	43%
Math	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	5	Lieder	Eco. Dis.	118	32	27%	37%	10%	113	31	27%
Math	5	Lieder	LEP Current	36	6	17%	25%	8%	52	13	25%
Math	5	Lieder	At-Risk	101	24	24%	34%	10%	123	37	30%
Math	5	Lieder	SPED	14	0	0%	10%	10%	13	2	15%
Reading	4	Lieder	All	128	26	20%	35%	15%	126	62	49%
Reading	4	Lieder	Hispanic	93	16	17%	30%	13%	91	41	45%
Reading	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lieder	Asian	10	4	40%	50%	10%	9	7	78%
Reading	4	Lieder	African Am.	12	3	25%	35%	10%	17	8	47%
Reading	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lieder	White	9	2	22%	35%	13%	8	5	63%
Reading	4	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	4	Lieder	Eco. Dis.	109	20	18%	30%	12%	109	50	46%
Reading	4	Lieder	LEP Current	46	7	15%	20%	5%	63	24	38%
Reading	4	Lieder	At-Risk	90	14	16%	26%	10%	106	48	45%
Reading	4	Lieder	SPED	9	2	22%	25%	3%	15	1	7%

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	Lieder	All	131	62	47%	52%	5%	136	62	46%
Reading	5	Lieder	Hispanic	104	49	47%	60%	13%	98	41	42%
Reading	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lieder	Asian	7	3	43%	55%	12%	10	7	70%
Reading	5	Lieder	African Am.	11	4	36%	47%	11%	17	7	41%
Reading	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lieder	White	*	*	*	*	*	7	5	71%
Reading	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	5	Lieder	Eco. Dis.	118	52	44%	56%	12%	113	49	43%
Reading	5	Lieder	LEP Current	36	8	22%	34%	12%	52	19	37%
Reading	5	Lieder	At-Risk	101	41	41%	50%	9%	123	54	44%
Reading	5	Lieder	SPED	14	1	7%	15%	8%	13	2	15%
Science	5	Lieder	All	130	42	32%	42%	10%	136	42	31%
Science	5	Lieder	Hispanic	103	30	29%	39%	10%	98	27	28%
Science	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lieder	Asian	7	6	86%	95%	9%	10	5	50%
Science	5	Lieder	African Am.	11	3	27%	40%	13%	17	3	18%
Science	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lieder	White	*	*	*	*	*	7	5	71%
Science	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Science	5	Lieder	Eco. Dis.	117	33	28%	38%	10%	113	27	24%
Science	5	Lieder	LEP Current	35	8	23%	35%	12%	52	13	25%
Science	5	Lieder	At-Risk	100	28	28%	38%	10%	123	35	28%
Science	5	Lieder	SPED	14	1	7%	14%	7%	13	2	15%

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	Lieder	All	117	4	3%	10%	7%	111	14	13%
Math	3	Lieder	Hispanic	85	2	2%	9%	7%	92	8	9%
Math	3	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lieder	Asian	8	1	13%	20%	7%	*	*	*
Math	3	Lieder	African Am.	11	0	0%	6%	6%	9	1	11%
Math	3	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lieder	White	11	1	9%	20%	11%	5	2	40%
Math	3	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	3	Lieder	Eco. Dis.	96	4	4%	8%	4%	96	11	11%
Math	3	Lieder	LEP Current	54	0	0%	5%	5%	42	3	7%
Math	3	Lieder	At-Risk	95	3	3%	9%	6%	92	8	9%
Math	3	Lieder	SPED	11	0	0%	4%	4%	5	0	0%
Math	4	Lieder	All	127	7	6%	10%	4%	127	18	14%
Math	4	Lieder	Hispanic	92	3	3%	10%	7%	91	11	12%
Math	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lieder	Asian	10	3	30%	40%	10%	9	5	56%
Math	4	Lieder	African Am.	12	0	0%	9%	9%	17	1	6%
Math	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lieder	White	9	1	11%	18%	7%	9	1	11%
Math	4	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	4	Lieder	Eco. Dis.	108	4	4%	10%	6%	110	11	10%
Math	4	Lieder	LEP Current	45	3	7%	15%	8%	63	4	6%
Math	4	Lieder	At-Risk	89	5	6%	15%	9%	107	15	14%
Math	4	Lieder	SPED	9	0	0%	0%	0%	15	0	0%
Math	5	Lieder	All	131	20	15%	25%	10%	136	14	10%
Math	5	Lieder	Hispanic	104	14	13%	20%	7%	98	9	9%
Math	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lieder	Asian	7	4	57%	65%	8%	10	4	40%
Math	5	Lieder	African Am.	11	1	9%	15%	6%	17	1	6%
Math	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lieder	White	*	*	*	*	*	7	0	0%
Math	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Math	5	Lieder	Eco. Dis.	118	15	13%	20%	7%	113	10	9%
Math	5	Lieder	LEP Current	36	4	11%	20%	9%	52	7	13%
Math	5	Lieder	At-Risk	101	11	11%	22%	11%	123	14	11%
Math	5	Lieder	SPED	14	0	0%	10%	10%	13	1	8%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Lieder	All	114	17	15%	30%	15%	111	27	24%
Reading	3	Lieder	Hispanic	82	9	11%	25%	14%	92	20	22%
Reading	3	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lieder	Asian	8	1	13%	23%	10%	*	*	*
Reading	3	Lieder	African Am.	11	4	36%	45%	9%	9	2	22%
Reading	3	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lieder	White	11	3	27%	40%	13%	5	2	40%
Reading	3	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	3	Lieder	Eco. Dis.	95	12	13%	25%	12%	96	20	21%
Reading	3	Lieder	LEP Current	52	2	4%	10%	6%	42	5	12%
Reading	3	Lieder	At-Risk	92	7	8%	18%	10%	92	17	18%
Reading	3	Lieder	SPED	11	0	0%	10%	10%	5	0	0%
Reading	4	Lieder	All	128	11	9%	15%	6%	126	25	20%
Reading	4	Lieder	Hispanic	93	6	6%	13%	7%	91	13	14%
Reading	4	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lieder	Asian	10	2	20%	30%	10%	9	4	44%
Reading	4	Lieder	African Am.	12	1	8%	15%	7%	17	5	29%
Reading	4	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lieder	White	9	2	22%	25%	3%	8	2	25%
Reading	4	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	4	Lieder	Eco. Dis.	109	7	6%	17%	11%	109	20	18%
Reading	4	Lieder	LEP Current	46	3	7%	18%	11%	63	9	14%
Reading	4	Lieder	At-Risk	90	4	4%	10%	6%	106	20	19%
Reading	4	Lieder	SPED	9	1	11%	17%	6%	15	0	0%
Reading	5	Lieder	All	131	38	29%	45%	16%	136	28	21%
Reading	5	Lieder	Hispanic	104	31	30%	40%	10%	98	18	18%
Reading	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lieder	Asian	7	3	43%	55%	12%	10	4	40%
Reading	5	Lieder	African Am.	11	2	18%	30%	12%	17	3	18%
Reading	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lieder	White	*	*	*	*	*	7	3	43%
Reading	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Reading	5	Lieder	Eco. Dis.	118	30	25%	35%	10%	113	20	18%
Reading	5	Lieder	LEP Current	36	4	11%	20%	9%	52	8	15%
Reading	5	Lieder	At-Risk	101	21	21%	30%	9%	123	23	19%
Reading	5	Lieder	SPED	14	0	0%	10%	10%	13	2	15%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Lieder	All	130	9	7%	15%	8%	136	19	14%
Science	5	Lieder	Hispanic	103	6	6%	13%	7%	98	12	12%
Science	5	Lieder	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lieder	Asian	7	2	29%	40%	11%	10	4	40%
Science	5	Lieder	African Am.	11	1	9%	15%	6%	17	0	0%
Science	5	Lieder	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lieder	White	*	*	*	*	*	7	2	29%
Science	5	Lieder	Two or More	*	*	*	*	*	*	*	*
Science	5	Lieder	Eco. Dis.	117	5	4%	11%	7%	113	9	8%
Science	5	Lieder	LEP Current	35	2	6%	12%	6%	52	6	12%
Science	5	Lieder	At-Risk	100	7	7%	14%	7%	123	16	13%
Science	5	Lieder	SPED	14	0	0%	6%	6%	13	1	8%

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 35% to 45% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

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		30%							27%		31%	39%	23%
2022	NA	32%	NA	NA	NA	NA	NA	NA	29%	NA	33%	41%	25%
2023	NA	34%	NA	NA	NA	NA	NA	NA	31%	NA	35%	43%	27%
2024	NA	37%	NA	NA	NA	NA	NA	NA	34%	NA	38%	46%	30%
2025	NA	40%	NA	NA	NA	NA	NA	NA	37%	NA	41%	49%	33%

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 33% to 43% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
33%	35%	37%	40%	43%

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		25%							27%		30%	31%	37%
2022	NA	27%	NA	NA	NA	NA	NA	NA	29%	NA	32%	33%	39%
2023	NA	29%	NA	NA	NA	NA	NA	NA	31%	NA	34%	35%	41%
2024	NA	32%	NA	NA	NA	NA	NA	NA	34%	NA	37%	38%	44%
2025	NA	35%	NA	NA	NA	NA	NA	NA	37%	NA	40%	41%	47%

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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