Cypress-Fairbanks Independent School District

Tipps Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Our Tipps Community will model integrity, promote healthy habits,

build positive characteristics, and encourage creativity and academic achievement.

Vision

Tipps Elementary

Unlocking the Brilliance in every child!

Value Statement

Tipps Tigers R.O.A.R.

PBIS R.O.A. R.

Responsible

Ownership

Always Safe

Respectful

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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: Process to review the comprehensive needs of the campus included a review of student achievement data from the STAAR Assessment Data and local assessments, a review of student/staff safety data that included crisis drill information, student discipline data and EBS Survey, and student attendance for the current school year, a review of teacher/paraprofessional attendance data and professional development opportunities, and a review of parent/community engagement activities.

In summary, the comprehensive needs assessment denotes the following: A review of the data showed the following areas of focus that need to be included in the campus improvement plan for the 2021-2022 school year:

- Reading instruction using phonics-based strategies and small group reading strategies to develop comprehension skills
- Implementation of our school wide vertical writing plan that includes grammar and composition skill development
- Review of the math curriculum to develop an appropriate pace of instruction to meet the needs of our students
- Implementation of vocabulary development strategies to strengthen content understanding across content and grade levels.

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 The Bear Creek Crossing Apartments on Timbercreek Place Drive in the main office and the Green Meadows Apartments on Keith Harrow Blvd (main office).

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area(s): White (Academic Achievement Reading, Academic Achievement Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

STAAR Reading data:

In 3rd grade, students surpassed the 2021 target percentages for both Approaches and Meets. Our Hispanic, African American, White, Economically Disadvantaged, and LEP sub-populations scored significantly higher than the 2021 target percentages at Approaches. At Meets, our Hispanic, African American, Economically Disadvantaged, and LEP sub-populations scored significantly higher than the 2021 targets. Our African American sub-population scored higher than the 2021 target, district percent, and cluster percent at Masters.

In 5th grade, our Sped sub-population scored higher than the 2021 target percent at Approaches & Meets. Our LEP sub-population scored higher than the 2019 district percent at Meets. Our 5th grade African American sub-population scored higher than the 2021 target at Masters & our 5th grade LEP students scored higher than the 2019 district percent for Masters.

STAAR Math data:

In 3rd grade, we scored higher than the 2021 target percent at Approaches. Our Hispanic, African American, Economically Disadvantaged, & LEP sub-populations scored significantly higher than the 2021 target at Approaches. Our African American sub-population scored higher than the 2021 target percent, the 2021 district percent, and the 2019 district percent at Meets. At Masters, 3rd grade Math scored higher than the 2021 Target. Our 3rd grade Hispanic, African American and Economically disadvantaged sub-pops scored higher than the target percents at Masters.

STAAR Science & Writing data:

In 5th grade science, our Sped sub-popoulation scored higher than the 2021 target at Masters. In 4th grade writing, our African American sub-population score higher than the District percent at Meets.

TELPAS data:

74% of all 1st grade testers progressed at least one proficiency level in composite score.

88% of all 3rd grade testers scored Advanced or Advanced High in Listening.

74% of all 5th grade testers received a composite score of Advanced or Advanced High

100% of all 5th grade testers who had 4 years in US schools received a composite score of Advanced or Advanced High

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: African American and Limited English Proficient students' performance was lower in 4th and 5th grade. **Root Cause:** Reading: We need to train all teachers in phonological awareness, phonics skills and teaching schema for cohesiveness throughout the grade levels.

Problem Statement 2: Writing: For approaches there was a steady decline in all subpopulations from 2019 - 2021. **Root Cause:** Writing: We need to build relationships and provide a culture where people are not afraid to collaborate.

Problem Statement 3: Math: Our Special Education Scores are significantly lower than the District or our cluster. **Root Cause:** Math: We need a system for identifying students who need special education services sooner.

Problem Statement 4: Science: In approaches level, Hispanic students (largest category) did not meet the target. **Root Cause:** Science: Vocabulary should be taught throughout the lesson to move from definition to application of the word.

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.

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.

Problem Statement 7: Additional Targeted Support Reading (data based on 2018-19 identification): The White student population has a deep understanding of the grade level standards due to the pace and lack of grade level reading skills. **Root Cause:** Additional Targeted Support Reading: Students lack the schema to understand at a higher level of thinking when reading.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): Effective interventions are not in place for students. **Root Cause:** Additional Targeted Support Math: Staff are not able to provide effective interventions due to training constraints and resources.

School Culture and Climate

School Culture and Climate Strengths

Our focus on student leadership and student safety was addressed through the use of PBIS Strategies: ROAR Matrices, use of character development using our PBIS lessons; and implementation of safety protocols that included all crisis drills.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: In addressing restorative practices building wide, there is a lack of knowledge of strategies by the staff. **Root Cause:** School Culture and Climate: Inconsistent implementation of restorative practices to reduce office referrals for repetitive, minor behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff were recognized for perfect attendance each 9 weeks.

Campus funds were used to celebrate each month through a variety of activities and special meals.

Collaborative coaching was utilized to help grow teacher capacity.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional attendance showed periods of increase throughout the school year. **Root Cause:** Teacher/Paraprofessional Attendance: Absence rates are greater due to the school times being later in the afternoon.

Parent and Community Engagement

Parent and Community Engagement Strengths

One of our goals from the previous year was to focus on increasing parent involvement through a variety of activities during the year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent involvement strategies must be adapted to meet the virtual needs of our students and families. **Root Cause:** Parent and Community Engagement: Our change in strategies is the result of COVID-19 and the significant reduction in On Campus activities that parents may attend.

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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

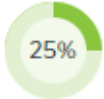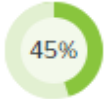- Budgets/entitlements and expenditures data

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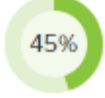
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: All reading and Language Arts teachers will provide instructional support of students and provide accountability opportunities to demonstrate learning of phonics, reading strategies including comprehension objectives.	**Formative**		
	Nov	**Feb**	**May**
The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of Rigor and Relevance feedback, and CF-TESS **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialist (ELAR) , Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Additional Targeted Support Strategy** **Funding Sources:** Pioneer Valley Educational Press Pioneer Valley Books - Title I - $17,940, Literacy Resources, LLC/Heggerty - Title I - $39.98, Steps to Literacy - Title I - $5,996.49, Lakeshore Learning Materials magnetic white boards - Title I - $2,303, Literacy Resources heggerty phonemic awareness - Title I - $2,248.41, Curriculum Associates - Title I - $737.88, Heinemann Publishing F&P Grade 1 Collection 2 - Title I - $344.30, ECS Learning Systems - Title I - $464.34, Capstone Spanish Bookroom Levels A-M - Title I - $5,280.82	25%	50%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading: All Reading and Language Arts Teachers will provide small group interventions to identified students based on current assessment data on District Progress Monitoring Tests. Students will apply skills to increase comprehension and decoding skills to read fluently each day. The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, monitoring of student use of skills by reviewing teacher monitoring notes, implementation of Rigor and Relevance feedback, and CF-TESS **Strategy's Expected Result/Impact:** Student performance on reading assessments will be monitored and adjusted to ensure students are reading on grade level by the end of the school year **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals, Principal **Funding Sources:** Learning A-Z subscription for online reading resources/literature - Title I - $8,326, Storyteller - Karen Lowery - Title I - $7,000, Heinemann Reading Strategies Training - Title I - $625, Abecedarian Magnetic Letters - Title I - $1,210	**Formative**		
	Nov	**Feb**	**May**
	60%	60%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Writing: All Reading and Writing teachers will teach and hold students accountable for specific grade level writing conventions that are found in the Tipps Writing Plan that will be mastered at the end of each school year. The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, critical writing, implementation of Rigor and Relevance feedback, and CF-TESS **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals, Principal	**Formative**		
	Nov	**Feb**	**May**
	25%	45%	80%

Strategy 4 Details	Formative Reviews		
Strategy 4: Writing: All ELAR teachers will work with the Instructional Coach to support students in small group interventions that will improve performance on revising and editing skills. The revision and editing skill focus will address the loss of instruction from the Spring 2019 objectives as well of the current grade level skills. The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, critical writing, implementation of Rigor and Relevance feedback, and CF-TESS **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Writing Coach, Instructional Specialist, Assistant Principals, Principal	**Formative**		
	Nov	**Feb**	**May**
	25%	45%	80%

Strategy 5 Details	Formative Reviews		
Strategy 5: Math: All Math Teachers will teach and hold students accountable for the objectives . Teachers will evaluate the pace of the lesson to ensure that students are able to meet expectations when planning the instruction. Teachers will plan for small group instruction and whole group mini lessons as well as opportunities to work in a variety of settings to practice skills with other students. Manipulatives will be provided for summer enrichment activities. Students will have hands on science labs to support vocabulary acquisition. The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of Rigor and Relevance feedback, and CF-TESS. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal, Principal **Funding Sources:** Barnes and Noble Booksellers - Making Sense of Mathematics - Title I - $1,303.52, ETA Hand 2mind Number Lines - Title I - $2,513.95, Lowman Consulting Daily Math Warmups/Lessons - Title I - $3,825, Explore Learning, LLC - Title I - $2,695, Brain POP LLC - Title I - $3,250	**Formative**		
	Nov	**Feb**	**May**
	0%	60%	95%

Strategy 6 Details	Formative Reviews		
Strategy 6: Science: All Science Teachers will teach and hold students accountable for mastery of content TEKS objectives as well as vocabulary skill development. Teachers will monitor student knowledge of content and academic vocabulary to create a greater understanding at each grade level. Application of these words will be observed throughout instruction. The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, data review, implementation of Rigor and Relevance feedback/strategies, and CF-TESS. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Science Specialist, Assistant Principals, Principal **Funding Sources:** Science Lab Materials & Supplies - Title I - $5,000	**Formative**		
	Nov	**Feb**	**May**
	5%	65%	85%

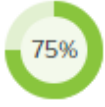| Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Small group instruction and dedicated practice using digital and hands on strategies as directed by the classroom teacher, interventionist, or instructional paraprofessional. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Schoolhouse Outfitters LLC Earbud headphones - Title I - $5,851.83, CFISD Distribution 2" Binders - Title I - $43.52, All in Learning - Title I - $6,000	**Formative**		
	Nov	**Feb**	**May**
	50%	80%	100%
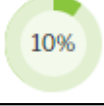
Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Flag Football, Art Club	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Staff sponsors, Assistant Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.5	100%	100%	100%

Strategy 9 Details	Formative Reviews		
Strategy 9: Deepen understanding of and address specific academic needs of the AA, HIS, W student groups in an effort to address the needs of all students, particularly at-risk.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Professional Development - The leadership team, teaching staff and para-professionals will attend professional development locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms which will assist in meeting the goal as specified in the campus CIP. 2. Flocabulary, and BrainPop Subscriptions will be utilized as additional intervention tools at school or at home to assist in meeting or exceeding instructional targets. 3. Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding instructional targets. 4.Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed instructional targets. 5. Technology Supportive Tools - Monitors, laptop stands and other instructional technology tools to support the instructional environment for teachers. 6. Literacy Library - We will rebuild our literacy library to support guided reading and strategy groups in the classroom. 7. Testing Strategies - Provide support with testing to ensure student success. 8. Install a book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Flocabulary Subscription - Title I - $2,600, Region 4 Bilingual Conference - Title I - $150, Temporary Workers - Retired Teachers for Tutoring - Title I - $48,300, Library Books - E Books & Traditional Books for Checkout - Title I - $8,000, Region 4 Campus Testing Coordinator Academy - Title I - $75, Global Vending Group Inchy Book Vending Machine - Title I - $4,965, Follett School Solutions - Title I - $763.15, Scholastic Library Publishing, Inc. - Title I - $1,292, School Specialty Inc. - Title I - $1,996.50, Instructional Coaching Conference - Title I - $250, Region 4 Dyslexia Virtual Dyslexia Conference - Title I - $150, Book Vending Machine - Title I - $4,999	75%	80%	100%

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

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: After school tutoring	**Formative**		
Strategy's Expected Result/Impact: Students attending after school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	40%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Class size reduction teacher: We will add an eighth teacher to third grade.	**Formative**		
Strategy's Expected Result/Impact: By the conclusion of the 2021-22 school year, 85% of students in this class will meet the approaches or higher standard on Reading and Math STAAR. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Social Skills Groups	**Formative**		
Strategy's Expected Result/Impact: By the conclusion of the 2021-22 school year, students will have a 10% reduction in office discipline referrals from the previous school year. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	10%	60%	90%

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

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provided resources for small group instruction and intervention targeted to meet student needs.	Formative		
Strategy's Expected Result/Impact: Students participating Closing the Gap and small group intervention will close their learning gaps with 50% of students below grade level will be on level by the end of the school year.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, At-Risk Specialist, RTI Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Print-shop supplies - Special Allotment: Compensatory Education - $3,494	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide PBIS lessons to strengthen students' understanding of our school routines and procedures.	Formative		
Strategy's Expected Result/Impact: Office Discipline referrals will not exceed the 2020 - 2021 school year. We will see a reduction in classroom support calls.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors and Behavior Interventionist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PBIS Matrix Posters - Special Allotment: Compensatory Education - $600	60%	80%	90%

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: Additional Targeted Support: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2020-21 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58%); HIS (Academic Achievement Reading (37%), Academic Achievement Math (40%), Student Success (41%); AA (Academic Achievement Math (31%), Student Success (36%).

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Additional Targeted Support Reading:	**Formative**		
	Nov	**Feb**	**May**
Provide additional intervention support for students in the White Sub Population through supplemental instruction.			
Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal Assistant Principals	60%	80%	90%
TEA Priorities: Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** Temporary Workers for supplemental instruction (21-22 Budget) - Title I - $30,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Additional Targeted Support Math:	**Formative**		
	Nov	**Feb**	**May**
Teachers and Instructional Support staff will be provided with a deeper understanding of data analysis in order to develop meaningful, consistent and effective interventions for students.			
Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Specialists	45%	60%	100%
TEA Priorities: Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** Math Interventionists to provide supplemental instruction - Title I - $125,000			

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

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

Performance Objective 1: Student Safety: By the end of the 2021-22 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
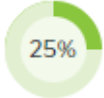
Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: By the end of the 2021-22 school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion.	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact: Staff and students will learn, practice and apply ROAR expectations in all settings at school. These practices will result in a decrease of office referrals by 10%.
    Staff Responsible for Monitoring: PBIS Leadership Team, Assistant Principals
 	
    ESF Levers: Lever 3: Positive School Culture
    Funding Sources: PBIS Rewards Program - Title I - $2,500
	10%	60%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Safety: Recognize and promote safe practices involving drugs and alcohol in the community. Highlight strategies that will keep students safe during Red Ribbon Week and all year long through Project Safety Lessons.	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact: Students will develop healthy habits and stay safe by understanding and using ways to stay drug and alcohol free. Students will be an advocate for others in dangerous situations.
    Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5
    Funding Sources: Ribbons, stickers - $400
	85%	95%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct Emergency Operating Procedure (EOP) safety drills (lockdown (intruder), Secure, Shelter Weather, Shelter Hazmat, Evacuate, Fire, and Metal Detector) throughout the year utilizing the Navigate 360 app.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** EOP Campus Representative, Principal	20%	75%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: By the end of the 2021-22 school year, students will be recognized for perfect attendance.	**Formative**		
Strategy's Expected Result/Impact: Due to COVID-19, staff will contact students who are absent for 3 or more days to determine reason for absence. Student attendance will remain at or exceed 96%. **Staff Responsible for Monitoring:** Homeroom Teachers, Registrar, Principal	**Nov**	**Feb**	**May**
	25%	90%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: By the end of 2021-22 , campus staff will implement the PBIS use effective practices 95% of the time.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.	Nov	Feb	May

Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals
 	
     TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
     Funding Sources: Capturing Kid's Hearts Training for five teachers - Title I - $1,000, Counselor Training - Title I - $600
	50%	70%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions By the end of the 2021-22 school year, staff will implement restorative practices in order to ensure that students remain in the classroom 85% of the time.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 15%. **Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals	20%	20%	45%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: By the end of 2021-22 school year, out of school suspensions will continue to be 0% through the use of alternative disciplinary actions.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%. **Staff Responsible for Monitoring:** Assistant Principals, Principal	65%	75%	75%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: By the end of the 2021-22 school year, the number of SOS placements of African American students will continue to be at 0%.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist	60%	80%	100%
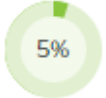
Strategy 5 Details	Formative Reviews		

Strategy 5: Violence Prevention: Our students will participate in a variety of activities that will foster a positive culture of acceptance and accountability. Activities will include Cy-Fair Sam presentations, PBIS Matrix implementation, and character development counselor presentations.
 	
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0% during the 2021-22 school year.
    Staff Responsible for Monitoring: Principal, Assistant Principal
	Formative		

	Nov	Feb	May
	60%	70%	100%

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

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified time lines.	**Formative**		
	Nov	**Feb**	**May**
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	5%	40%	100%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: During each 9 weeks, staff will be recognized for perfect attendance through certificates and special treats such as teacher school supplies and or snacks.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	30%	60%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teacher/Paraprofessional Retention activities to promote a culture of teamwork and celebration.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Each month, the campus staff will be celebrated through small school gifts, special snacks, catered meals and other incentives to celebrate their work. **Staff Responsible for Monitoring:** Principal, Administrative Team, Campus Secretary **Funding Sources:** Catered Meals, Snacks, - $5,000, Teacher School Supplies for the classroom - Title I - $10,000	50%	65%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 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		
Strategy 1: High-Quality Professional Development: Teachers will participate in PBIS Program to support classroom management.	**Formative**		
Strategy's Expected Result/Impact: Teachers will implement and demonstrate evidence of Behavior Expectations of all students throughout the school year at 85% success rate as measured by office referrals.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: PBIS Leadership Team, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** PBIS Signage for classrooms and all common areas in the building - $250	25%	60%	100%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 25%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: With the implementation of 1 to 1 LTE and Remote Learning, we will present a variety of content based parent training (2 per grade level)during the school year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. **Staff Responsible for Monitoring:** Classroom Teachers, Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Build a foundation of reading and math	50%	60%	70%

Strategy 2 Details	Formative Reviews		
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): The Bear Creek Crossing Apartments and Green Meadow Apartments (main offices at both complexes).	**Formative**		
	Nov	**Feb**	**May**
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:** Campus Title 1 Contact, Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1	80%	95%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Title I Campus:	Formative		
	Nov	Feb	May
The campus offers a flexible number of parent and family engagement meetings. Meet the Teacher Meeting August 19th2 during the evening; Open House Presentation; Parent/Teacher Conferences - Schedule before, during or after school based on parent preference or on November 2nd during the day; Title 1 Committee Meeting, Family Reading Night and Family Math Night.	60%	80%	100%
Strategy's Expected Result/Impact: Parent and family participation will increase by 25% due to the campus offering flexible meeting dates and times virtually.			
Staff Responsible for Monitoring: Title 1 Campus Contact, Principal			
Schoolwide and Targeted Assistance Title I Elements: 3.2			
Funding Sources: Shuttle Buses - Title I - $154.20, Open House Snacks for Parents - Title I - $144.46			

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

State Compensatory

Budget for Tipps Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Tipps Elementary School

Name	Position	FTE
1 position	Core Content Area Interventionist	1
1 position	Aide Instructional	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1
2 positions	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Teacher	Math Intervention	1
Staff	Teacher	Math Interventionist	1
Staff	Testing Coordinator & At-Risk Specialist	Assessment, Behavior	1
Staff	5th Grade Teacher	Class Size Reduction	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Literacy Resources, LLC/Heggerty		$39.98
1	1	1	Curriculum Associates		$737.88
1	1	1	Steps to Literacy		$5,996.49
1	1	1	Capstone Spanish Bookroom Levels A-M		$5,280.82
1	1	1	Lakeshore Learning Materials magnetic white boards		$2,303.00
1	1	1	Literacy Resources heggerty phonemic awareness		$2,248.41
1	1	1	ECS Learning Systems		$464.34
1	1	1	Pioneer Valley Educational Press Pioneer Valley Books		$17,940.00
1	1	1	Heinemann Publishing F&P Grade 1 Collection 2		$344.30
1	1	2	Abecedarian Magnetic Letters		$1,210.00
1	1	2	Heinemann Reading Strategies Training		$625.00
1	1	2	Storyteller - Karen Lowery		$7,000.00
1	1	2	Learning A-Z subscription for online reading resources/literature		$8,326.00
1	1	5	Explore Learning, LLC		$2,695.00
1	1	5	Lowman Consulting Daily Math Warmups/Lessons		$3,825.00
1	1	5	ETA Hand 2mind Number Lines		$2,513.95
1	1	5	Barnes and Noble Booksellers - Making Sense of Mathematics		$1,303.52
1	1	5	Brain POP LLC		$3,250.00
1	1	6	Science Lab Materials & Supplies		$5,000.00
1	1	7	CFISD Distribution 2" Binders		$43.52
1	1	7	Schoolhouse Outfitters LLC Earbud headphones		$5,851.83
1	1	7	All in Learning		$6,000.00
1	1	9	Scholastic Library Publishing, Inc.		$1,292.00
1	1	9	Region 4 Bilingual Conference		$150.00
1	1	9	Flocabulary Subscription		$2,600.00
1	1	9	School Specialty Inc.		$1,996.50
1	1	9	Region 4 Dyslexia Virtual Dyslexia Conference		$150.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Library Books - E Books & Traditional Books for Checkout		$8,000.00
1	1	9	Region 4 Campus Testing Coordinator Academy		$75.00
1	1	9	Global Vending Group Inchy Book Vending Machine		$4,965.00
1	1	9	Temporary Workers - Retired Teachers for Tutoring		$48,300.00
1	1	9	Follett School Solutions		$763.15
1	1	9	Instructional Coaching Conference		$250.00
1	1	9	Book Vending Machine		$4,999.00
1	4	1	Temporary Workers for supplemental instruction (21-22 Budget)		$30,000.00
1	4	2	Math Interventionists to provide supplemental instruction		$125,000.00
2	1	1	PBIS Rewards Program		$2,500.00
2	3	1	Counselor Training		$600.00
2	3	1	Capturing Kid's Hearts Training for five teachers		$1,000.00
3	1	2	Teacher School Supplies for the classroom		$10,000.00
4	1	3	Open House Snacks for Parents		$144.46
4	1	3	Shuttle Buses		$154.20
				Sub-Total	$325,938.35
Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Print-shop supplies		$3,494.00
1	3	2	PBIS Matrix Posters		$600.00
				Sub-Total	$4,094.00

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	Tipps	All	112	66	59%	65%	6%	147	96	65%
Math	3	Tipps	Hispanic	71	44	62%	65%	3%	94	63	67%
Math	3	Tipps	Am. Indian	6	2	33%	38%	5%	6	5	83%
Math	3	Tipps	Asian	7	5	71%	75%	4%	8	8	100%
Math	3	Tipps	African Am.	20	12	60%	65%	5%	33	17	52%
Math	3	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Tipps	White	6	3	50%	55%	5%	*	*	*
Math	3	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	3	Tipps	Eco. Dis.	101	57	56%	60%	4%	136	86	63%
Math	3	Tipps	LEP Current	44	24	55%	60%	5%	47	29	62%
Math	3	Tipps	At-Risk	86	51	59%	64%	5%	110	68	62%
Math	3	Tipps	SPED	8	1	13%	18%	5%	10	3	30%
Math	4	Tipps	All	120	47	39%	44%	5%	119	80	67%
Math	4	Tipps	Hispanic	81	30	37%	44%	7%	68	50	74%
Math	4	Tipps	Am. Indian	*	*	*	*	*	6	5	83%
Math	4	Tipps	Asian	*	*	*	*	*	7	6	86%
Math	4	Tipps	African Am.	28	11	39%	44%	5%	29	15	52%
Math	4	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Tipps	White	7	4	57%	62%	5%	7	4	57%
Math	4	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	4	Tipps	Eco. Dis.	107	39	36%	40%	4%	108	73	68%
Math	4	Tipps	LEP Current	54	14	26%	30%	4%	50	35	70%
Math	4	Tipps	At-Risk	73	23	32%	35%	3%	94	62	66%
Math	4	Tipps	SPED	15	1	7%	10%	3%	11	1	9%
Math	5	Tipps	All	152	89	59%	64%	5%	160	100	63%
Math	5	Tipps	Hispanic	100	60	60%	65%	5%	110	70	64%
Math	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Tipps	Asian	5	5	100%	100%	0%	*	*	*
Math	5	Tipps	African Am.	25	10	40%	45%	5%	34	19	56%
Math	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Tipps	White	14	9	64%	70%	6%	9	7	78%
Math	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	5	Tipps	Eco. Dis.	132	73	55%	60%	5%	142	87	61%
Math	5	Tipps	LEP Current	48	22	46%	50%	4%	73	43	59%
Math	5	Tipps	At-Risk	111	58	52%	57%	5%	134	83	62%
Math	5	Tipps	SPED	17	5	29%	34%	5%	19	5	26%

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	Tipps	All	110	69	63%	68%	5%	147	102	69%
Reading	3	Tipps	Hispanic	69	42	61%	66%	5%	94	64	68%
Reading	3	Tipps	Am. Indian	6	2	33%	38%	5%	6	5	83%
Reading	3	Tipps	Asian	7	5	71%	76%	5%	8	7	88%
Reading	3	Tipps	African Am.	20	14	70%	75%	5%	33	24	73%
Reading	3	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Tipps	White	6	5	83%	85%	2%	*	*	*
Reading	3	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	3	Tipps	Eco. Dis.	99	59	60%	65%	5%	136	91	67%
Reading	3	Tipps	LEP Current	42	18	43%	48%	5%	47	25	53%
Reading	3	Tipps	At-Risk	84	49	58%	60%	2%	110	68	62%
Reading	3	Tipps	SPED	7	2	29%	34%	5%	10	2	20%
Reading	4	Tipps	All	121	57	47%	52%	5%	119	85	71%
Reading	4	Tipps	Hispanic	82	42	51%	55%	4%	68	50	74%
Reading	4	Tipps	Am. Indian	*	*	*	*	*	6	5	83%
Reading	4	Tipps	Asian	*	*	*	*	*	7	6	86%
Reading	4	Tipps	African Am.	28	10	36%	40%	4%	29	18	62%
Reading	4	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Tipps	White	7	4	57%	60%	3%	7	5	71%
Reading	4	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	4	Tipps	Eco. Dis.	108	50	46%	50%	4%	108	76	70%
Reading	4	Tipps	LEP Current	55	20	36%	40%	4%	50	31	62%
Reading	4	Tipps	At-Risk	74	32	43%	48%	5%	94	63	67%
Reading	4	Tipps	SPED	15	1	7%	12%	5%	11	2	18%
Reading	5	Tipps	All	153	102	67%	70%	3%	160	114	71%
Reading	5	Tipps	Hispanic	100	68	68%	70%	2%	110	75	68%
Reading	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Tipps	Asian	5	5	100%	100%	0%	*	*	*
Reading	5	Tipps	African Am.	26	12	46%	50%	4%	34	27	79%
Reading	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Tipps	White	14	10	71%	75%	4%	9	7	78%
Reading	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	5	Tipps	Eco. Dis.	133	84	63%	68%	5%	142	101	71%
Reading	5	Tipps	LEP Current	48	24	50%	55%	5%	73	43	59%
Reading	5	Tipps	At-Risk	112	66	59%	64%	5%	134	91	68%
Reading	5	Tipps	SPED	17	7	41%	45%	4%	19	4	21%

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	Tipps	All	151	85	56%	60%	4%	160	91	57%
Science	5	Tipps	Hispanic	100	55	55%	60%	5%	110	62	56%
Science	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Tipps	Asian	5	5	100%	100%	0%	*	*	*
Science	5	Tipps	African Am.	24	10	42%	47%	5%	34	17	50%
Science	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Tipps	White	14	9	64%	70%	6%	9	7	78%
Science	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Science	5	Tipps	Eco. Dis.	131	68	52%	57%	5%	142	78	55%
Science	5	Tipps	LEP Current	49	20	41%	46%	5%	73	33	45%
Science	5	Tipps	At-Risk	111	58	52%	57%	5%	134	75	56%
Science	5	Tipps	SPED	17	7	41%	46%	5%	19	3	16%

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	Tipps	All	120	14	12%	15%	3%	119	33	28%
Math	4	Tipps	Hispanic	81	8	10%	15%	5%	68	17	25%
Math	4	Tipps	Am. Indian	*	*	*	*	*	6	2	33%
Math	4	Tipps	Asian	*	*	*	*	*	7	5	71%
Math	4	Tipps	African Am.	28	4	14%	20%	6%	29	7	24%
Math	4	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Tipps	White	7	2	29%	34%	5%	7	2	29%
Math	4	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	4	Tipps	Eco. Dis.	107	9	8%	15%	7%	108	31	29%
Math	4	Tipps	LEP Current	54	2	4%	10%	6%	50	10	20%
Math	4	Tipps	At-Risk	73	4	5%	10%	5%	94	23	24%
Math	4	Tipps	SPED	15	1	7%	12%	5%	11	0	0%
Math	5	Tipps	All	152	48	32%	37%	5%	160	43	27%
Math	5	Tipps	Hispanic	100	30	30%	35%	5%	110	26	24%
Math	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Tipps	Asian	5	3	60%	65%	5%	*	*	*
Math	5	Tipps	African Am.	25	6	24%	30%	6%	34	10	29%
Math	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Tipps	White	14	7	50%	55%	5%	9	3	33%
Math	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	5	Tipps	Eco. Dis.	132	37	28%	33%	5%	142	35	25%
Math	5	Tipps	LEP Current	48	9	19%	24%	5%	73	16	22%
Math	5	Tipps	At-Risk	111	28	25%	30%	5%	134	34	25%
Math	5	Tipps	SPED	17	1	6%	10%	4%	19	1	5%
Reading	4	Tipps	All	121	20	17%	22%	5%	119	60	50%
Reading	4	Tipps	Hispanic	82	12	15%	20%	5%	68	37	54%
Reading	4	Tipps	Am. Indian	*	*	*	*	*	6	1	17%
Reading	4	Tipps	Asian	*	*	*	*	*	7	6	86%
Reading	4	Tipps	African Am.	28	6	21%	25%	4%	29	14	48%
Reading	4	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Tipps	White	7	2	29%	35%	6%	7	2	29%
Reading	4	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	4	Tipps	Eco. Dis.	108	15	14%	20%	6%	108	54	50%
Reading	4	Tipps	LEP Current	55	4	7%	12%	5%	50	19	38%
Reading	4	Tipps	At-Risk	74	7	9%	14%	5%	94	42	45%
Reading	4	Tipps	SPED	15	0	0%	5%	5%	11	1	9%

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	Tipps	All	153	51	33%	38%	5%	160	68	43%
Reading	5	Tipps	Hispanic	100	33	33%	38%	5%	110	45	41%
Reading	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Tipps	Asian	5	4	80%	82%	2%	*	*	*
Reading	5	Tipps	African Am.	26	7	27%	30%	3%	34	16	47%
Reading	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Tipps	White	14	5	36%	40%	4%	9	6	67%
Reading	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	5	Tipps	Eco. Dis.	133	40	30%	35%	5%	142	61	43%
Reading	5	Tipps	LEP Current	48	9	19%	24%	5%	73	21	29%
Reading	5	Tipps	At-Risk	112	31	28%	32%	4%	134	50	37%
Reading	5	Tipps	SPED	17	1	6%	10%	4%	19	1	5%
Science	5	Tipps	All	151	39	26%	30%	4%	160	33	21%
Science	5	Tipps	Hispanic	100	22	22%	27%	5%	110	21	19%
Science	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Tipps	Asian	5	4	80%	85%	5%	*	*	*
Science	5	Tipps	African Am.	24	4	17%	22%	5%	34	7	21%
Science	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Tipps	White	14	7	50%	55%	5%	9	3	33%
Science	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Science	5	Tipps	Eco. Dis.	131	26	20%	25%	5%	142	26	18%
Science	5	Tipps	LEP Current	49	5	10%	15%	5%	73	9	12%
Science	5	Tipps	At-Risk	111	25	23%	27%	4%	134	24	18%
Science	5	Tipps	SPED	17	2	12%	17%	5%	19	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Tipps	All	112	11	10%	15%	5%	147	12	8%
Math	3	Tipps	Hispanic	71	6	8%	13%	5%	94	5	5%
Math	3	Tipps	Am. Indian	6	0	0%	5%	5%	6	1	17%
Math	3	Tipps	Asian	7	3	43%	48%	5%	8	2	25%
Math	3	Tipps	African Am.	20	2	10%	15%	5%	33	2	6%
Math	3	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Tipps	White	6	0	0%	5%	5%	*	*	*
Math	3	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	3	Tipps	Eco. Dis.	101	11	11%	16%	5%	136	11	8%
Math	3	Tipps	LEP Current	44	0	0%	5%	5%	47	1	2%
Math	3	Tipps	At-Risk	86	7	8%	13%	5%	110	6	5%
Math	3	Tipps	SPED	8	0	0%	5%	5%	10	0	0%
Math	4	Tipps	All	120	6	5%	10%	5%	119	14	12%
Math	4	Tipps	Hispanic	81	3	4%	10%	6%	68	6	9%
Math	4	Tipps	Am. Indian	*	*	*	*	*	6	0	0%
Math	4	Tipps	Asian	*	*	*	*	*	7	4	57%
Math	4	Tipps	African Am.	28	2	7%	12%	5%	29	4	14%
Math	4	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Tipps	White	7	1	14%	20%	6%	7	0	0%
Math	4	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	4	Tipps	Eco. Dis.	107	4	4%	10%	6%	108	13	12%
Math	4	Tipps	LEP Current	54	0	0%	5%	5%	50	2	4%
Math	4	Tipps	At-Risk	73	2	3%	8%	5%	94	11	12%
Math	4	Tipps	SPED	15	0	0%	5%	5%	11	0	0%
Math	5	Tipps	All	152	21	14%	20%	6%	160	16	10%
Math	5	Tipps	Hispanic	100	14	14%	20%	6%	110	10	9%
Math	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Tipps	Asian	5	2	40%	45%	5%	*	*	*
Math	5	Tipps	African Am.	25	1	4%	10%	6%	34	5	15%
Math	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Tipps	White	14	4	29%	34%	5%	9	1	11%
Math	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Math	5	Tipps	Eco. Dis.	132	15	11%	15%	4%	142	12	8%
Math	5	Tipps	LEP Current	48	4	8%	13%	5%	73	6	8%
Math	5	Tipps	At-Risk	111	15	14%	20%	6%	134	9	7%
Math	5	Tipps	SPED	17	1	6%	10%	4%	19	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Tipps	All	110	14	13%	18%	5%	147	34	23%
Reading	3	Tipps	Hispanic	69	7	10%	15%	5%	94	19	20%
Reading	3	Tipps	Am. Indian	6	0	0%	5%	5%	6	1	17%
Reading	3	Tipps	Asian	7	3	43%	48%	5%	8	4	50%
Reading	3	Tipps	African Am.	20	4	20%	25%	5%	33	8	24%
Reading	3	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Tipps	White	6	0	0%	5%	5%	*	*	*
Reading	3	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	3	Tipps	Eco. Dis.	99	12	12%	17%	5%	136	29	21%
Reading	3	Tipps	LEP Current	42	0	0%	5%	5%	47	6	13%
Reading	3	Tipps	At-Risk	84	8	10%	15%	5%	110	18	16%
Reading	3	Tipps	SPED	7	0	0%	5%	5%	10	1	10%
Reading	4	Tipps	All	121	6	5%	10%	5%	119	30	25%
Reading	4	Tipps	Hispanic	82	2	2%	7%	5%	68	14	21%
Reading	4	Tipps	Am. Indian	*	*	*	*	*	6	1	17%
Reading	4	Tipps	Asian	*	*	*	*	*	7	6	86%
Reading	4	Tipps	African Am.	28	3	11%	16%	5%	29	8	28%
Reading	4	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Tipps	White	7	1	14%	20%	6%	7	1	14%
Reading	4	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	4	Tipps	Eco. Dis.	108	4	4%	10%	6%	108	28	26%
Reading	4	Tipps	LEP Current	55	1	2%	7%	5%	50	8	16%
Reading	4	Tipps	At-Risk	74	1	1%	6%	5%	94	22	23%
Reading	4	Tipps	SPED	15	0	0%	5%	5%	11	0	0%
Reading	5	Tipps	All	153	30	20%	25%	5%	160	36	23%
Reading	5	Tipps	Hispanic	100	17	17%	23%	6%	110	21	19%
Reading	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Tipps	Asian	5	3	60%	65%	5%	*	*	*
Reading	5	Tipps	African Am.	26	6	23%	28%	5%	34	10	29%
Reading	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Tipps	White	14	4	29%	34%	5%	9	4	44%
Reading	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Reading	5	Tipps	Eco. Dis.	133	23	17%	22%	5%	142	31	22%
Reading	5	Tipps	LEP Current	48	3	6%	11%	5%	73	7	10%
Reading	5	Tipps	At-Risk	112	17	15%	20%	5%	134	23	17%
Reading	5	Tipps	SPED	17	0	0%	5%	5%	19	1	5%

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	Tipps	All	151	12	8%	13%	5%	160	11	7%
Science	5	Tipps	Hispanic	100	4	4%	10%	6%	110	5	5%
Science	5	Tipps	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Tipps	Asian	5	3	60%	65%	5%	*	*	*
Science	5	Tipps	African Am.	24	1	4%	10%	6%	34	2	6%
Science	5	Tipps	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Tipps	White	14	4	29%	35%	6%	9	3	33%
Science	5	Tipps	Two or More	*	*	*	*	*	*	*	*
Science	5	Tipps	Eco. Dis.	131	6	5%	10%	5%	142	10	7%
Science	5	Tipps	LEP Current	49	3	6%	10%	4%	73	2	3%
Science	5	Tipps	At-Risk	111	7	6%	10%	4%	134	7	5%
Science	5	Tipps	SPED	17	1	6%	10%	4%	19	0	0%

Tipps

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 28% to 38% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
28%	30%	32%	35%	38%

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		26%							24%		23%	27%	31%
2022	NA	28%	NA	NA	NA	NA	NA	NA	26%	NA	25%	29%	33%
2023	NA	30%	NA	NA	NA	NA	NA	NA	28%	NA	27%	31%	35%
2024	NA	33%	NA	NA	NA	NA	NA	NA	31%	NA	30%	34%	38%
2025	NA	36%	NA	NA	NA	NA	NA	NA	34%	NA	33%	37%	41%

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 32% to 42% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
32%	34%	36%	39%	42%

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		32%							30%		36%	32%	33%
2022	NA	34%	NA	NA	NA	NA	NA	NA	32%	NA	38%	34%	35%
2023	NA	36%	NA	NA	NA	NA	NA	NA	34%	NA	40%	36%	37%
2024	NA	39%	NA	NA	NA	NA	NA	NA	37%	NA	43%	39%	40%
2025	NA	42%	NA	NA	NA	NA	NA	NA	40%	NA	46%	42%	43%

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

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

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

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

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.