

Cypress-Fairbanks Independent School District

Danish Elementary School

2022-2023



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners.

Vision

LEAD

Learn

Empower

Achieve

Dream

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students 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 as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: On May 23, 2022, we began our CIP data review process. Our CPOC committee met and we reviewed our goals from 21-22 to determine if we had any data to mark these as met/exceeded/not met. We looked at our problem statements/root causes and reviewed our progress on these. We did not have all of our end-of-year data so based on what we had, we felt like we had made progress toward these goals, but that we would need continued work. On, July 28, 2022, the administrative team met to review the data and prepare to discuss it with teachers and the CPOC as a whole. On August 16, 2022, teachers met as grade-level teams with administrators to review data. Teachers looked at positives, concerns, and trends in the school data, grade level data, and their own personal data (if they were at Danish in the 21-22 school year). On September 14-15, administrators met to discuss the info teachers gave on data and goals and to plan our CPOC meeting agenda items. On September 20, 2022, the full CPOC Committee met to review our full battery of data, our goals from last year, and proposed goals for this year. We took input from the committee including staff, community members, parents, and business partners. We finalized problem statements/root causes, campus needs, goals, and strategies.

The comprehensive needs assessment was reviewed and/or revised on the following dates:

May 23, 2022, at 8 am in the lounge at Danish Elementary

July 28, 2022, at 9 am in the Instructional Office at Danish Elementary

August 16, 2022, at various times in the library at Danish Elementary

September 14-15, 2022 at 10-12 in the principal's office at Danish Elementary

September 20, 2022, at 8 am in the library at Danish Elementary

October 11, 2022, at 10 am via email from Danish Elementary

. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign-in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings in May, we reviewed the current data as of that date and determined that these problem statements and root causes are still appropriate for our campus needs. The meetings in July organized the newest data for our August meetings with teachers. During the August meetings, we did root-cause analysis and worked to determine the "why" statement creation and review. We created strategies by grade level to share with the CPOC committee. In our September CPOC meeting, we looked at grade-level "why" statements, and grade-level needs and decided on the best strategies. We also discussed our Title 1 funds and the use of these funds to meet our goals

Based on feedback from the committee, the campus has the following priorities for the current school year: Growing reading levels through teacher training in small-group instruction, growing competence in math through rigorous instruction, and increasing science performance through an increase in the use of higher-order thinking skills.

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.

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 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 into 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, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

MATH

Met State Growth Status for Closing the Gap in the following areas: All, African American Hispanic, Eco. Dis, ESL, SPED Current, SPED Former, Continuously Enrolled

3rd Math -

APPROACHES growth in All (2%) and the following subgroups: Hispanic (6%), Asian (3%), African American (7%), Eco. Dis (1%), LEP (16%)

MEETS growth in All (6%) and the following subgroups: Hispanic (6%), Asian (63%), African American (2%), Eco Dis (10%), LEP (29%), At-Risk (8%)

MASTERS growth in All (5%) and the following subgroups: Asian (20%), White (3%), LEP Current (9%), At-Risk (4%)

4th Math -

APPROACHES growth in All (15%) and the following subgroups: Hispanic (9%), Asian (29%), African American (26%), Eco Dis (16%), LEP (29%), At-Risk (12%), SPED (10%)

MEETS growth in All (6%) and the following subgroups: Hispanic (6%), Asian (63%), African American (2%), Eco Dis (10%), LEP (20%), At-Risk (8%)

MASTERS growth in the following: African American (2%), White (3%), LEP (1%),

5th Math

APPROACHES growth in All (5%) and the following subgroups: Hispanic (11%), Asian (17%), Eco Dis (7%), LEP (12%), At-Risk (10%)

MEETS growth in the following subgroups: African American (2%), White (6%), LEP (1%)

READING

Met State Targets for Closing the Gap in the following groups: All, African American, Hispanic, Asian, Two or More Races, Eco. Dis, ESL, SPED Current, SPED Former, Continuously Enrolled

Met State Growth Targets for Closing the Gap in the following groups: All, African American, Hispanic, White, Asian, Two or More Races, Eco. Dis, ESL, SPED Former, Continuously Enrolled, Non-continuously Enrolled

3rd Reading

APPROACHES growth in All (9%) and the following subgroups: Hispanic (22%), African American (2%), Eco. Dis (12%), LEP (25%), At-Risk (7%), SPED (5%)

MEETS growth in All (6%) and the following subgroups: Hispanic (6%), Asian (63%), African American (2%), Eco Dis (8%), LEP (10%), At-Risk (8%)

MASTERS growth in All (7%) and the following subgroups: Hispanic (11%), Asian (7%), African American (8%), Eco.Dis. (8%), LEP Current (10%)

4th Reading

APPROACHES growth in All (10%) and the following subgroups: Hispanic (5%), African American (22%), Eco. Dis (21%), LEP (24%), At-Risk (15%), SPED (5%)

MEETS growth in All (9%) and the following subgroups: Hispanic (2%), Asian (40%), African American (12%), White (7%), Eco Dis (12%), LEP (19%), At-Risk (3%), SPED (7%)

MASTERS growth in the following subgroups: Asian (4%), LEP Current (5%)

5th Science

APPROACHES growth in All (1%) and the following subgroups: Hispanic (1%), White (4%), Eco. Dis (3%), LEP (12%)

MEETS growth in All (3%) and the following subgroups: Hispanic (9%), White (13%), Eco Dis (2%), LEP (7%)

MASTERS growth in All (2%) and the following subgroups: Hispanic (15%), Asian (10%), Eco.Dis. (3%), LEP Current (12%), At-Risk (3%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Although growth was made, we have a high percentage of students not reading on grade level. **Root Cause:** RLA: Teachers need training in small group instruction to increase their efficiency and effectiveness.

Problem Statement 2: Students' writing levels were below their reading levels in all grade levels. **Root Cause:** Teachers need training to increase their skills in teaching writing.

Problem Statement 3: Student groups did meet state targets for closing the gap in all areas. **Root Cause:** Math: Teachers need help to ensure instruction is rigorous and incorporates application of learning.

Problem Statement 4: Science: We had minimal growth in all areas of science. **Root Cause:** Science: Teachers need training in providing instruction that integrates higher order thinking skills.

Problem Statement 5: Students are beginning the 2022-23 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.

School Culture and Climate

School Culture and Climate Strengths

Danish Elementary continues to implement all safety procedures and maintains a productive and safe environment for all staff and students. All emergency operation practices are implemented and all drills are completed. Other strengths of note:

The continued implementation of PBIS Rewards gave us a quick and easy way to reward students.

Our PBIS Matrix made is relatable to students and easy to read.

Morning Meetings give teachers and students a chance to build a positive classroom/school culture.

The attendance rate was

Danish continues to maintain strong scores on the 2021 Safety and Security Audit

Danish Effective Behavior Support results indicate a strong understanding and use of behavior practices and support across the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Schoolwide structures for PBIS and discipline are not consistently implemented. **Root Cause:** School Culture and Climate: Staff needs additional support and resources to support PBIS and behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All new teachers receive a mentor.

All teachers participate in Design Teams to help structure and contribute to the working of the school.

Instructional coaches and digital coaches plan weekly with the teaching teams.

Certified teachers (mostly retired teachers) are hired to assist teachers in reteaching of students in all subjects.

All questions on the Employee Perception Survey scored above 90% Strongly Agree/Agree.

High-quality subscriptions to technology programs are purchased to help teachers with quality digital content and with tracking of student progress.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment and Retention: Challenging behaviors continue to interrupt good first instruction. **Root Cause:** Staff Quality, Recruitment and Retention: New teachers and experienced teachers all need to have a broader toolbox of skills to deal with students with challenging behaviors.

Parent and Community Engagement

Parent and Community Engagement Strengths

We strive to engage parents in all aspects of learning at Danish. Parents participate in Meet the Teacher Day, conferences, Fall Family Night, Winterfest, Book Fairs, Veteran's Day, and various other celebrations.

We purchase high-quality technology subscriptions that can be utilized at home for increased quality instruction.

We maintain active communication with parents through Facebook, Instagram, School Messenger, Schoology and Remind.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to find ways to increase the number of parents and community members engaged in school events. **Root Cause:** Parents may need a variety of times and activities to be able to participate in school events.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures 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 2023, 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		
<p>Strategy 1: RLA: Teachers will increase the use of small group instruction for effective teaching of reading skills and phonological awareness.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Digital Coach, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will continue to have explicit instruction in writing including informal and formal writing processes.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will increase the use of small groups for the effective teaching of fact fluency, application of skills, and number sense.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Digital Coach, Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will increase the use of higher-order thinking skills in lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Digital Coach, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase the amount of time that instructional specialists are modeling, observing, and giving feedback in classrooms based on teachers' needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes:</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Digital Coach, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Dolphin Daily (news crew that produces a weekly news segment for all students), choir, Garden presentations, Storyteller, Action Based Learning Lab, Hour of Code, Name that Book team, running club, field trips, plays and performances.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists,</p>	Formative		
	Nov	Feb	May
			











Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-risk, Hispanic, African American, White, Asian, Economically Disadvantaged, LEP and SPED students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Temporary workers help teachers with students in need of remediation of skills.</p> <p>High Quality tutoring from teachers enhances and supports learning in the classroom.</p> <p>Master teachers providing remediation during the school day helps decrease skill deficits for children</p> <p>Provide high quality library books to increase the exposure of students to good quality literature.</p> <p>High quality digital resources help students practice and retain new skills.</p> <p>Students need high quality supplies both at school and at home to practice skills.</p> <p>High quality supplies increase connections and learning in the classroom</p> <p>High quality conferences and training are vital to increase learning of teachers and administrators.</p> <p>High Quality Training from consultants will increase the skills of teachers in the classroom</p> <p>High Quality paraprofessional support in the classroom increases engagement and lowers student staff ratio</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>35%</p> </div> <div style="text-align: center;">  <p>70%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective


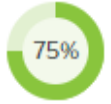





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Breakfast Club Tutoring Groups - Students will come in the morning to work with a teacher and a paraprofessional on small groups utilizing computer programs provided by district and work with staff members.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-2023 school year our placed and retained students in 1st and 2nd grade will gain 1.5 years growth in reading.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core content area interventionist (reading)</p> <p>Strategy's Expected Result/Impact: By the end of the 22-23 school year our placed and retained students in 1st and 2nd grade with gain 1.5 years growth in reading.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current 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




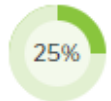






Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide high-quality classroom supplies/materials that enhance learning. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2022-23 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: Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff will increase the use of positive reinforcement to decrease inappropriate behavior in the classroom.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals.</p> <p>Staff Responsible for Monitoring: Principal, APs, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: APs, Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students with perfect attendance will be receive recognition and will be receive a prize and/or be entered in drawings to celebrate the accomplishment.</p> <p>Strategy's Expected Result/Impact: Student attendance will meet or exceed 97%</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








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 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The campus will work to build community in the classroom through daily class meetings. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions Utilize the Behavior Interventionist to proactively diffuse, intervene, and redirect discipline situations (i.e. discussion, movement for redirection, etc.). Strategy's Expected Result/Impact: In-School Suspensions for all students will be reduced by 10%. Staff Responsible for Monitoring: AP and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: PBIS Committee will work together to identify high need areas and students and intervene appropriately. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10% Staff Responsible for Monitoring: Principal, AP, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Utilize PBIS Level 2 Check-in/Check out for Tier 3 students in danger of SOS placement. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by 100%</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the Sanford Harmony program in-class meetings.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Increase teacher knowledge of strategies for working with at-risk students.

Evaluation Data Sources: Student discipline data

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Reading Academy, Becky Koesel, Elizabeth Martin, various training and book studies based on teacher/student needs.</p> <p>Strategy's Expected Result/Impact: Increase of skill level in teachers/staff</p> <p>Staff Responsible for Monitoring: Principal, and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide multiple virtual and in-person opportunities for parents to connect to the classrooms - family nights in both fall and spring - parent info nights for title 1, parent conferences.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal and APs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Kelly Dalton	Principal
Classroom Teacher	Sonia Posada	Teacher #1
Classroom Teacher	Joshua Aitken	Teacher #2
Classroom Teacher	Adrienne Campbell	Teacher #3
Classroom Teacher	Yessica Zul	Teacher #4
Classroom Teacher	Melissa Cenicerros	Teacher #5
Classroom Teacher	Kourtney Clarke	Teacher #6
Classroom Teacher	Kayla Hajduk	Teacher #7
Classroom Teacher	James Kuterbach	Teacher #8
Non-classroom Professional	Kevin Sullivan	Other School Leader #1
Non-classroom Professional	Jennifer Rosenquist	Other School Leader #2
Non-classroom Professional	Emily Simmons	Other School Leader #3
Non-classroom Professional	Amanda Wilson	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Paula Ross	Administrator (LEA) #2
Parent	Mignon Thomas	Parent #1
Parent	Kathleen Gordon	parent #2
Community Representative	Traci Luther	Community Resident #1
Community Representative	Lolly Rajabi	Community Resident #2
Business Representative	Alex Soler	Business Representative #1
Business Representative	Stephanie Baker	Business Representative #2
Paraprofessional	Bridget Cotten	Paraprofessional #1
Paraprofessional	Shirley Mattocks	Paraprofessional #2

Addendums

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	% Approaches Growth Needed	2022: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
				2022	#	%			#	%			#	%		
				#												
Math	5	Danish	White	13	11	85%	90%	5%	8	62%	72%	10%	3	23%	33%	10%
Math	5	Danish	Two or More	6	6	100%	100%	0%	2	33%	43%	10%	1	17%	27%	10%
Math	5	Danish	Eco. Dis.	119	74	62%	72%	10%	37	31%	41%	10%	15	13%	23%	10%
Math	5	Danish	Emergent Bilingual	34	19	56%	66%	10%	9	26%	36%	10%	3	9%	19%	10%
Math	5	Danish	At-Risk	107	63	59%	69%	10%	26	24%	34%	10%	10	9%	19%	10%
Math	5	Danish	SPED	23	7	30%	50%	20%	3	13%	20%	7%	1	4%	6%	2%
Reading	3	Danish	All	131	95	73%	83%	10%	59	45%	55%	10%	35	27%	37%	10%
Reading	3	Danish	Hispanic	59	45	76%	86%	10%	29	49%	59%	10%	15	25%	35%	10%
Reading	3	Danish	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	Asian	14	11	79%	89%	10%	10	71%	81%	10%	8	57%	67%	10%
Reading	3	Danish	African Am.	43	29	67%	77%	10%	13	30%	50%	20%	7	16%	26%	10%
Reading	3	Danish	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	White	11	8	73%	83%	10%	5	45%	55%	10%	4	36%	46%	10%
Reading	3	Danish	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	Eco. Dis.	109	76	70%	80%	10%	45	41%	51%	10%	26	24%	34%	10%
Reading	3	Danish	Emergent Bilingual	33	23	70%	80%	10%	15	45%	55%	10%	6	18%	28%	10%
Reading	3	Danish	At-Risk	82	52	63%	73%	10%	27	33%	43%	10%	11	13%	23%	10%
Reading	3	Danish	SPED	15	4	27%	35%	8%	1	7%	10%	3%	0	0%	5%	5%
Reading	4	Danish	All	133	99	74%	85%	11%	60	45%	55%	10%	35	26%	36%	10%
Reading	4	Danish	Hispanic	60	41	68%	78%	10%	24	40%	50%	10%	12	20%	30%	10%
Reading	4	Danish	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	Asian	12	11	92%	95%	3%	10	83%	90%	7%	8	67%	77%	10%
Reading	4	Danish	African Am.	42	31	74%	84%	10%	15	36%	46%	10%	9	21%	31%	10%
Reading	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	White	14	11	79%	89%	10%	7	50%	60%	10%	5	36%	44%	8%
Reading	4	Danish	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	Eco. Dis.	107	76	71%	81%	10%	47	44%	54%	10%	27	25%	35%	10%
Reading	4	Danish	Emergent Bilingual	34	24	71%	81%	10%	15	44%	54%	10%	8	24%	34%	10%
Reading	4	Danish	At-Risk	97	69	71%	81%	10%	37	38%	48%	10%	19	20%	30%	10%
Reading	4	Danish	SPED	19	7	37%	40%	3%	3	16%	20%	4%	0	0%	5%	5%

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	% Approaches Growth Needed	2022: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
				2022	#	%			#	%			#	%		
				#												
Reading	5	Danish	All	144	107	74%	84%	10%	67	47%	57%	10%	33	23%	33%	10%
Reading	5	Danish	Hispanic	63	46	73%	83%	10%	29	46%	56%	10%	10	16%	26%	10%
Reading	5	Danish	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	Asian	7	7	100%	100%	0%	6	86%	90%	4%	5	71%	80%	9%
Reading	5	Danish	African Am.	53	35	66%	80%	14%	18	34%	44%	10%	10	19%	29%	10%
Reading	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	White	13	13	100%	100%	0%	9	69%	79%	10%	5	38%	48%	10%
Reading	5	Danish	Two or More	6	5	83%	93%	10%	4	67%	77%	10%	2	33%	43%	10%
Reading	5	Danish	Eco. Dis.	120	87	73%	83%	10%	52	43%	53%	10%	26	22%	32%	10%
Reading	5	Danish	Emergent Bilingual	34	21	62%	75%	13%	11	32%	40%	8%	6	18%	25%	7%
Reading	5	Danish	At-Risk	108	72	67%	77%	10%	41	38%	48%	10%	17	16%	26%	10%
Reading	5	Danish	SPED	23	7	30%	40%	10%	4	17%	25%	8%	1	4%	10%	6%
Science	5	Danish	All	147	98	67%	80%	13%	56	38%	48%	10%	24	16%	26%	10%
Science	5	Danish	Hispanic	63	40	63%	80%	17%	25	40%	50%	10%	13	21%	31%	10%
Science	5	Danish	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	Asian	7	7	100%	100%	0%	5	71%	81%	10%	3	43%	50%	7%
Science	5	Danish	African Am.	56	32	57%	75%	18%	13	23%	43%	20%	4	7%	20%	13%
Science	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	White	13	12	92%	95%	3%	9	69%	75%	6%	4	31%	41%	10%
Science	5	Danish	Two or More	6	6	100%	100%	0%	3	50%	69%	19%	0	0%	10%	10%
Science	5	Danish	Eco. Dis.	123	79	64%	74%	10%	43	35%	45%	10%	18	15%	25%	10%
Science	5	Danish	Emergent Bilingual	34	17	50%	70%	20%	9	26%	36%	10%	4	12%	22%	10%
Science	5	Danish	At-Risk	110	65	59%	75%	16%	30	27%	37%	10%	12	11%	22%	11%
Science	5	Danish	SPED	24	7	29%	35%	6%	4	17%	27%	10%	2	8%	15%	7%

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		DANISH	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	42%	36%	44%	47%	46%	49%	52%
		Total Number Meets or Higher		44		55			
		Total Number Tested		121		118			
		Points away from or above target		-6		+3			
		Difference from Prior Year				+11			
		Growth from Prior Year				31%			
	African American	Target and Actual Rate	31%	26%	33%	29%	35%	38%	41%
		Total Number Meets or Higher		9		10			
		Total Number Tested		34		34			
		Points away from or above target		-5		-4			
Difference from Prior Year					+3				
Growth from Prior Year					12%				
Hispanic	Target and Actual Rate	45%	32%	47%	51%	49%	52%	55%	
	Total Number Meets or Higher		18		29				
	Total Number Tested		57		57				
	Points away from or above target		-13		+4				
	Difference from Prior Year				+19				
	Growth from Prior Year				59%				
Eco. Disadv.	Target and Actual Rate	40%	31%	42%	42%	44%	47%	50%	
	Total Number Meets or Higher		30		41				
	Total Number Tested		98		97				
	Points away from or above target		-9		0				
	Difference from Prior Year				+11				
	Growth from Prior Year				35%				
EL (Current & Monitored)	Target and Actual Rate	52%	33%	54%	50%	56%	59%	62%	
	Total Number Meets or Higher		16		21				
	Total Number Tested		49		42				
	Points away from or above target		-19		-4				
	Difference from Prior Year				+17				
	Growth from Prior Year				52%				
Cont. Enrolled	Target and Actual Rate	43%	40%	45%	52%	47%	50%	53%	
	Total Number Meets or Higher		39		45				
	Total Number Tested		97		87				
	Points away from or above target		-3		+7				
	Difference from Prior Year				+12				
	Growth from Prior Year				30%				
Non-Cont. Enrolled	Target and Actual Rate	41%	21%	43%	32%	45%	48%	51%	
	Total Number Meets or Higher		5		10				
	Total Number Tested		24		31				
	Points away from or above target		-20		-11				
	Difference from Prior Year				+11				
	Growth from Prior Year				52%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		DANISH	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	38%	17%	40%	26%	42%	45%	48%
		Total Number Meets or Higher		21		30			
		Total Number Tested		121		117			
		Points away from or above target		-21		-14			
		Difference from Prior Year				+9			
		Growth from Prior Year				53%			
	African American	Target and Actual Rate	18%	0%	20%	15%	22%	25%	28%
		Total Number Meets or Higher		0		5			
		Total Number Tested		34		34			
		Points away from or above target		-18		-5			
		Difference from Prior Year				+15			
		Growth from Prior Year				100%			
	Hispanic	Target and Actual Rate	45%	14%	47%	21%	49%	52%	55%
		Total Number Meets or Higher		8		12			
		Total Number Tested		57		56			
		Points away from or above target		-31		-26			
		Difference from Prior Year				+7			
		Growth from Prior Year				50%			
Eco. Disadv.	Target and Actual Rate	34%	16%	36%	25%	38%	41%	44%	
	Total Number Meets or Higher		16		24				
	Total Number Tested		98		97				
	Points away from or above target		-18		-11				
	Difference from Prior Year				+9				
	Growth from Prior Year				56%				
EL (Current & Monitored)	Target and Actual Rate	43%	20%	45%	29%	47%	50%	53%	
	Total Number Meets or Higher		10		12				
	Total Number Tested		49		42				
	Points away from or above target		-23		-16				
	Difference from Prior Year				+9				
	Growth from Prior Year				45%				
Cont. Enrolled	Target and Actual Rate	38%	20%	40%	29%	42%	45%	48%	
	Total Number Meets or Higher		19		25				
	Total Number Tested		97		86				
	Points away from or above target		-18		-11				
	Difference from Prior Year				+9				
	Growth from Prior Year				45%				
Non-Cont. Enrolled	Target and Actual Rate	37%	8%	39%	16%	41%	44%	47%	
	Total Number Meets or Higher		2		5				
	Total Number Tested		24		31				
	Points away from or above target		-29		-23				
	Difference from Prior Year				+8				
	Growth from Prior Year				100%				

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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