

# Cypress-Fairbanks Independent School District

## Duryea 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

We SWIM together! Safety Wisdom Integrity Motivation

Adding value to every child, every chance, every day.

# 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: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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: Schoolwide Program Plan/Campus Improvement Plan:** 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. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. 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 we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

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 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, 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.

# Demographics

## Demographics Summary

The staff at Duryea Elementary School include 55 teachers, 22 paraprofessionals, 16 non-classroom professionals, and 3 administrators.

The current student enrollment at Duryea is 823.

The student population as of September 2022: 62% Hispanic, 0% American Indian, 3% Asian, 24% African American, 0% Pacific Islander, 8% White, and 3% Multi-Racial. Additionally, the campus serves 18% Bilingual, 8% English as Second Language, 10% Special Education, and 82% economically disadvantaged students.

The most current data indicate the campus has a 15.4% mobility rate.

# Student Achievement

## Student Achievement Strengths

The 2020-21 State Accountability System report denoted the following STAAR performance for all student groups and content areas combined:

Approaches Grade Level: 60%

Meets Grade Level: 29%

Masters Grade Level: 11%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Primary ELAR- Vocabulary was the lowest scoring category with a score of 65%. ELAR 2-4- Our African-American populations are our lowest performing sub-population. **Root Cause:** Primary ELAR- We need to focus on oral language opportunities to practice vocabulary to increase students' understanding. ELAR 2-4- We need to consistently implement data-driven small group instruction and provide appropriate interventions and resources to meet the individual needs of our students.

**Problem Statement 2:** Primary Math- AA and HIS students are our lowest performing sub-populations. Math 3-5- Our AA students perform below district expectations. **Root Cause:** Primary Math- We need to be consistent with time and schedule for language pacing and using manipulatives. Math 3-5-We need to purposely plan to differentiate instruction based on individual student data.

**Problem Statement 3:** In Science, our students did not experience enough differentiation of project-based learning/instruction that includes hands-on activities. **Root Cause:** We need to meet children where they are by reviewing data, planning intentional PBL to differentiate, fill in the gaps, and meet the needs of our targeted populations--AA

**Problem Statement 4:** 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 5:** 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

**Problem Statement 6:** SPED ELAR/Math- Our Special Education students are not receiving interventions that are effective in meeting STAAR passing standards. **Root Cause:** SPED ELAR/Math-We need to collaborate effectively with interventionists, special education teachers and classroom teachers.

# School Culture and Climate

## School Culture and Climate Strengths

### PBIS

Duryea Elementary utilizes Positive Behavior Interventions & Supports (PBIS) to guide the campus culture. PBIS creates a climate of respect for all Duryea stakeholders. Duryea also uses Dolphin Bucks for all students to earn and spend in the Dolphin PTO Store as a reinforcement for a positive behavior.

Duryea Elementary has two PBIS teams. PBIS level 1 & 2 teams both meet monthly to discuss the behavioral and social progress of the campus. The level 1 team focuses on overall behavior and systems including office referral data, grade level issues, monthly acknowledgements for good behavior, attendance, traffic flow, recess, and promoting both the expectations and routines for quality behavior management. The Level 2 team addresses specific student concerns who displays severe misbehavior; and the team creates targeted, individualized behavior plans for each of these students.

Both PBIS teams at Duryea Elementary currently have a staff member from each department and each grade level. With campus wide representation, these teams are able to collaborate and bring both input and solutions from every single staff member. Committee members are expected to take information and initiatives reviewed at the meetings back to their grade levels for discussion and implementation.

The PBIS level 2 team provides guidance to teachers and targeted interventions to students who consistently miss instruction due to misbehavior. Following the Response to Intervention model, as the behavior increases, the team will determine appropriate and intensive interventions to distinguish problematic behavior. Interventions include:

- A mentor
- A behavioral coach with whom the student meets twice daily (check in with in morning, out with in afternoon)
- A specific behavior contract created by teacher and behavioral specialist
- Social skills lessons
- Individual or group counseling with school counselor
- Parental support to create discipline systems at home
- Continual guidance and training for teachers

There will be a continued focus on helping students learn coping skills, self-discipline, and alternative behaviors to enable students to stay in the instructional setting and maximize their learning.

**PBIS REWARDS (NEW)** This year we have eliminated the paper use of the token system Dolphin Dollars and adopted PBIS Rewards. This online rewards system allows teachers to use their mobile devices or laptop to reward students points based on their following the SWIM expectations.

### COMMITTEE INVOLVEMENT

Every professional staff member is on at least one committee/group which offers additional input to make improvements within academic, behavioral, cultural, and social systems. Paraprofessionals, as hourly employees, have the option to join since these committees require meetings outside of the work day. Committees include:

- Team Leaders
- Content Liaisons
- PBIS I & II
- CPOC
- Yearbook/Technology Committee
- Hospitality Committee

- Schoology Squad (NEW)
- Safety Committee- meets once per month to share and problem solve ways to improve safety on our campus

Each committee now meets at least once a month and discusses ways in which their group can improve the academic achievement and positive climate of the school.

## ACKNOWLEDGEMENTS

A Positive Office Referral is utilized to highlight outstanding achievement and improvement by students. When teachers write them, the student goes to the office and an administrator calls home to inform them of the accomplishment.

Duryea utilizes a "Game ON Snapshot" to acknowledge staff members for their hard work and efforts. Members of the administrative team and administrative support team acknowledge staff in three categories: Instruction, Environment, and Fundamental 5 targets (the instructional framework used campus-wide). Any staff person can receive a snapshot including paraprofessionals, custodians, cafeteria workers, and secretaries. These snapshots can be kept by the staff person receiving it, turned in for small prizes, or placed into monthly raffles.

In addition to Teacher of the Year, Duryea uses the following additional staff awards to ensure that many staff members are recognized for their time, efforts, and dedication to student achievement:

- (2) Paraprofessional of the Year Awards
- (2) Positive Role Model of the Year Awards
- ESL/Bilingual Teacher of the Year
- Lifelong Learner of the Year
- Instructional Strategist of the Year
- Team Player of the Year
- Student-Centered Environment Creator of the Year

Equally for students, each month, a Student of the Month is selected to be acknowledged by the campus. This student is given a certificate, takes a picture with his/her assistant principal, and parents are called to inform them of the achievement. We also deliver a yard sign for the family to display in their yard. Students can be nominated by any staff person for academic, behavioral, or social achievements/progress.

## TEAM LEADERS

Team Leaders from each grade level and department meet with the principal once a month to review campus initiatives, concerns, and potential staff development. The group explores successes and challenges and discusses solutions each month so that teachers have a voice in day to day decisions.

This year due to our needs for virtual learning, we have added a Schoology Squad to assist with any needs teachers may have with the new online learning program.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Our African American students are disproportionately involved in DMC disciplinary actions. **Root Cause:** School Culture and Climate: We need to ensure our classroom management and teaching styles fit the learning style of all our students.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention:

Duryea Elementary retained 90% of its staff from the 2020-2021 school year.

The campus has a new staff member mentor/mentee program led by the instructional support team. New teachers are acclimated to the district procedures, campus policies, best instructional practices, new curriculum and innovative strategies to teach/re-teach students.

Mentoring sessions are divided into two monthly sessions. One session focuses on policy, procedures, and systems that new teachers have to adjust to. The second session focuses specifically on instruction and includes opportunities to observe master teachers on campus and at other campuses.

Additionally, Duryea will be implementing a NEW & newER TEACHER GROWTH PROGRAM.

1st year teachers:

- Observations of a master teacher every 9 weeks and debrief with appraiser or instructional specialist
- Video of a lesson and review with appraiser

2nd year teachers (& experienced but 1st year at Duryea when appropriate):

- Monthly reflection meetings with an assistant principal or instructional specialist
- Observation of a master teacher each semester and debrief with appraiser or instructional specialist
- Video of a lesson and review with appraiser

3rd year teachers (& experienced but 2nd year at Duryea when appropriate):

- Reflection meetings every 6 weeks with an instructional specialist
- Observation of a master teacher and debrief with instructional specialist
- Video of a lesson review with appraiser or instructional specialist

Duryea Elementary has a diverse student population and a diverse staff. As a campus who receives Title I funds, all staff must be considered Highly Qualified by the Texas Education Agency. This includes all staff members.

Duryea Elementary has several programs which directly promote staff recruitment and retention in addition to a strong instructional support team. The instructional support team comprised of (1) math/science specialist, (1) reading specialist, and (1) primary specialist, who all provide regular campus staff development specifically for academic areas of need. Additionally, there are (2) instructional interventionists/coaches – a reading person and a math person. These interventionists work exclusively with at-risk students and those struggling academically. They are able to push in to classrooms to work with students, pull various students out for small group, as well as coach and co-teach with less experienced teachers of low performing students. This full instructional support team provides teachers and students with a wide array of interventions, supports, and added time for remediation.

Teachers are provided with specific feedback to assist in professional growth through planning sessions, local observation tools, instructional coaching, modeling, observation summaries, goal-setting conferences, assessment analysis every three to four weeks, and “Powerwalk” conferences. Duryea Elementary also has a support model called CHARGE which teams new staff with a veteran teacher and hosts monthly informational meetings for them.

The administrative team also works to support the staff in their personal and professional development. We support our teachers who provide instruction via CFIS Connect by ensuring we give feedback, professional development in Schoology, Power walks to allow them to see teachers instruction above and below their grade level.

To support morale, we award 3 Distinguished Dolphin awards every month, we recognize teams with the highest attendance. We also celebrate academic successes with our teachers!

To provide opportunity for the campus leaders to gain insight into the happenings in other classrooms, we allow them to go on ABE Walks once per year. Academic, Behavior, and Environment walks.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our campus staff attendance consistently averages below 98% **Root Cause:** Teacher/Paraprofessional Attendance: Due to family issues and illnesses our staff attendance is below the campus expectation of 98% attendance.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Duryea Elementary has a firm commitment to parental involvement and the school/home partnership. Through communication, creative programming, and parent information meetings, our goal is to create an atmosphere that invites parents and community members to take an active role in the success of all students at the school.

There are many methods of helping parents stay connected to school and informed on how to assist their child academically. Yearly programs/events and communication include:

- Dolphin Monthly Newsletter
- Grade Level Newsletters
- Campus Facebook - gives parents instant updates on school news, major tests, and upcoming events.
- Campus Twitter
- Weekly call-outs from principal
- Drive Thru Dolphin Express to allow parents of virtual to pick up materials before start of school year
- Virtual Meet the Teacher- through Zoom to allow parents to meet the teacher and complete paperwork on line
- Virtual Open House to learn about school and procedures

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community- Previous year's COVID restrictions, caused schools to limit the amount of activities. We will need to have more inclusive opportunities to allow families to increase their involvement this year. **Root Cause:** Parent and Community Engagement: We need to continue to look for ways to engage parents.

# 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:** Some progress made toward meeting Objective

**Next Year's Recommendation:** continue with the Heggerty Phonemic awareness to build skills

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Instructors will utilize data to plan and implement activities, with a specific focus on African-American students. Utilizing current data, the teachers will consistently use the Heggerty Phonemic Awareness Program, Fountas &amp; Pinnell and Rigby resources for guided reading, strategy groups with fidelity, and will differentiate instruction in small group settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Reading Interventionist, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Instructors will purposely plan differentiated lessons for at-risk populations, mainly African American. We will support this effort by conducting effective analyses of individual student data for small group instruction, including Blended Learning, Guided Math, and individual student data analysis and goal-setting meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Instructors will implement Guided Math, Blended Learning, and individual student data analysis meetings. Teacher Toolkit sessions for professional development will deepen the understanding of ways to close the academic gaps of their students in the math model.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> To address learning gaps in Science, instructors will analyze student data, engage students in project-based learning, and provide real-life, hands-on experiences, including the creation and use of interactive word walls in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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: Students will be provided opportunities to close the instructional achievement gap of our most at risk students during Fundamental Instructional (FIN) time. Students are also offered an opportunity to participate in an hour of Accelerated Instruction (AI) in the after school Dolphin Academy once or twice per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Reading Interventionist, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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 Academy - reading/writing/math after school tutoring program offered  Math and ELAR Interventionists- providing intervention for struggling students  District Science, Math Intervention, and Reading Intervention- support provided by the district for our struggling students  Online Curriculum Programs- Amplify, MClass, ST Math, Achieve 3000, Progress Learning, Go Math, Gizmos, IXL, Xtra Math GIM Kit, Blookit  Field trips: Houston Interactive Aquarium, Nature Trails, Blessington Farms</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> At-risk, African-American and Special Ed Students, 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><b>Strategy's Expected Result/Impact:</b> Title I Campuses:            Paper- Help to bridge the gap between Science hands on experiences and written expressions.            Lakeshore Materials- to provide Dolphin Academy students with necessary materials to support the closing the gap initiative.            PowerWalk Subscription- provides admin the ability to observe and support teachers by providing feedback regarding high-yield instructional practices.            Library Resources - updating library resources to provide engaging materials across the curriculum to all students.            Poster Maker - updating teacher resources to create engaging visuals for interactive learning and advertising incentive programs.            Big Book Easels and Learning Carpets for PreK, Kindergarten and 1st grade - updating and improving the resources creates engaging visuals for interactive learning and increased engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator</p>	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 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:** Met Objective

**Next Year's Recommendation:** Continue same plan from this year

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Before/After School Program:</b> Students in grades 3-5 will receive intense remediation instruction on reading, writing, and math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2022-2023 school year students will increase their scores by 10%.in ELAR, and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Professional Staffing:</b> Core content area interventionist (math)</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, math scores will increase by 10% in grades 3, 4, and 5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Math Instructional Specialist, Assistant Principals, Interventionists, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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:** Met Objective

**Next Year's Recommendation:** Continue using SCE for class size reduction

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data table <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 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  
Record of Implementation of Campus Safety Committee Improvement Strategies

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue same practices as this year regarding drills and committee strategies implementation.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Safety Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Duryea will use radio communication to ensure safety of campus staff and students. <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** discuss possible incentives for high attendance rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Students will maintain 97% attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ,Assistant Principal, Registrar, Teachers</p>	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 3: Restorative Discipline:** By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** No progress made toward meeting Objective

**Next Year's Recommendation:** Continue working on decreasing the number of referrals by increasing positive reinforcements; increasing community and awareness partnership and awareness

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Students will participate in restorative practices  <b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 25%.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: We will continue to restorative practices, restorative counseling with the counselors, provide lunch/recess DMC as opposed to full day DMC. Will also begin utilizing Boys Town resources to help with teaching better strategies to help students learn to better handle situations.  <b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 50%.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Using PBIS strategies, including restorative practices, and the CFISD Initiative Keeping Kids in School, we will reduce out of school suspensions by 50%.  <b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 50%.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		N/A	N/A

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will use PBIS strategies including restorative practices and the CFISD Initiative Keeping Kids in School to reduce the number of discretionary placements of African American students in SOS. We will also increase relationship building and rigor and engagement in academic lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will be reduced by 25%.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** revisit staff awards/incentives and revise/update if needed

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Teacher/Paraprofessional Attendance:</b> Perfect / best attendance awards are given to both individuals and teams, Various staff awards/incentives are given to acknowledge staff regularly and encourage participation, Monthly: Three Distinguished Dolphin Awards - recognized once per month, Quarterly: Powerful Practice / Fundamental 5 ribbons, Annually: Grade level of the Year; Best Practices Awards</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Team Leaders, Teachers, Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			








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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 90% of teachers will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning  
 Walk-throughs  
 Lesson Plans  
 District Content Training's  
 Region IV: Early Childhood Conf  
 GT certification trainings  
 Classroom Management

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue offering prof dev opportunities

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Heggerty Phonics Training, Science of Teaching Reading, Reading Academy, Tuesday Tool kits (various campus training's), Technology training, MAP, AMP, Performance Matters, Harry Wong Classroom Management book study</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development provided will support our teachers in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students. It will also provide classroom management techniques to support a learning environment conducive to student engagement and success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers</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 25%.

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

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue offering more opportunities for PAFE; look at more community spirit nights

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Campus offers a number of parent and family engagement meetings for students and families including:                      Meet the Teacher, August 17, 2022                      Open House, September 20, 2022                      Family Book Fair/Trunk or Treat Oct. 14, 2022                      Family Reading Night, December 6, 2022                      F.A.S.T. January 17, 2023                      KISS Dance (kids Invite Someone Special) February 10, 2023                      Math and Science Night, March 7, 2023                      Step Up to Kinder Event - April 11, 2023</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 25%.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Title One Coordinator, and Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# 2022-2023 CPOC

Committee Role	Name	Position
Principal	Tomicka Williams	Principal
Administrator	Sandra Burns	Assistant Principal
Administrator	Regina Butler	Assistant Principal
Administrator	Nijia Thomas	Counselor
Administrator	Elisa Guevar	Counselor
Classroom Teacher	Kris Phillips	1st Grade Teacher
Classroom Teacher	Gregg Stephens	2nd Grade Math/Science Teacher
Classroom Teacher	Raquel Deleon	3rd Grade Bilingual ELAR teacher
Classroom Teacher	Nicole West	4th Grade Math/Science Teacher
Non-classroom Professional	Karen Stull	Testing Coordinator
Non-classroom Professional	Jeneka Baham-Taylor	ELAR 2-5 Instructional Specialist
Non-classroom Professional	Emily Burelsmith	Math/Science 2-5 Instructional Specialist
Non-classroom Professional	Angeliique Ramon-Valdez	Primary Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Melanie Ceynar	Administrator (LEA) #2
Parent	David Valdez	Parent #1
Community Representative	Delores Pouncey	Community Resident
Business Representative	Carla Marsh	Business Representative
Business Representative	Shavonne Meadows	Business Representative
Paraprofessional	Kim Baker	Paraprofessional #1
Non-classroom Professional	Constance Primous	Behavior Interventionist
Classroom Teacher	Katelyn Brouwer	Teacher
Classroom Teacher	Brittany Anselmo	Life Skills Teacher
Classroom Teacher	Olivia Mancuso	PE Teacher
Classroom Teacher	Carlos Joseph	Reading Interventionist
Special Education	Darcie Keller	SPED



# 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	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	3	Duryea	White	8	7	88%	90%	90%	5	63%	68%	60%	5	63%	68%	*		
Reading	3	Duryea	Two or More	6	6	100%	100%	*	5	83%	86%	*	3	50%	53%	*		
Reading	3	Duryea	Eco. Dis.	102	75	74%	77%	66%	43	42%	47%	32%	25	25%	28%	6%		
Reading	3	Duryea	Emergent Bilingual	41	26	63%	68%	54%	13	32%	37%	22%	6	15%	18%	*		
Reading	3	Duryea	At-Risk	92	62	67%	70%	58%	35	38%	43%	25%	17	18%	20%	*		
Reading	3	Duryea	SPED	15	6	40%	46%	28%	2	13%	26%	*	1	7%	10%	*		
Reading	4	Duryea	All	132	98	74%	78%	78%	62	47%	52%	46%	20	15%	17%	15%		
Reading	4	Duryea	Hispanic	73	54	74%	78%	75%	34	47%	49%	47%	10	14%	17%	15%		
Reading	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Duryea	Asian	5	5	100%	100%	*	2	40%	60%	*	0	0%	20%	*		
Reading	4	Duryea	African Am.	41	27	66%	71%	76%	16	39%	43%	36%	4	10%	15%	12%		
Reading	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Duryea	White	10	9	90%	95%	91%	8	80%	81%	55%	4	40%	50%	*		
Reading	4	Duryea	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*		
Reading	4	Duryea	Eco. Dis.	109	79	72%	76%	76%	47	43%	50%	44%	12	11%	12%	13%		
Reading	4	Duryea	Emergent Bilingual	36	21	58%	61%	65%	9	25%	10%	35%	1	3%	8%	*		
Reading	4	Duryea	At-Risk	100	70	70%	74%	73%	42	42%	44%	41%	11	11%	12%	13%		
Reading	4	Duryea	SPED	16	3	19%	25%	41%	2	13%	19%	*	1	6%	12%	*		
Reading	5	Duryea	All	123	102	83%	85%	72%	68	55%	56%	37%	44	36%	37%	12%		
Reading	5	Duryea	Hispanic	81	68	84%	86%	76%	46	57%	59%	42%	29	36%	37%	13%		
Reading	5	Duryea	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Duryea	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Duryea	African Am.	26	21	81%	84%	64%	11	42%	46%	24%	6	23%	26%	*		
Reading	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Duryea	White	10	8	80%	88%	80%	6	60%	70%	60%	5	50%	60%	*		
Reading	5	Duryea	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Duryea	Eco. Dis.	99	79	80%	80%	70%	54	55%	55%	38%	32	32%	33%	12%		
Reading	5	Duryea	Emergent Bilingual	34	28	82%	85%	64%	13	38%	41%	22%	7	21%	24%	*		
Reading	5	Duryea	At-Risk	96	78	81%	83%	64%	48	50%	51%	31%	28	29%	31%	7%		
Reading	5	Duryea	SPED	13	3	23%	23%	33%	1	8%	8%	*	1	8%	8%	*		
Science	5	Duryea	All	123	91	74%	78%	56%	44	36%	38%	22%	21	17%	20%	5%		
Science	5	Duryea	Hispanic	81	61	75%	78%	59%	29	36%	38%	26%	13	16%	18%	*		
Science	5	Duryea	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Duryea	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Duryea	African Am.	26	18	69%	72%	45%	7	27%	30%	14%	3	12%	15%	*		
Science	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Duryea	White	10	7	70%	75%	80%	4	40%	45%	*	3	30%	33%	*		
Science	5	Duryea	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Duryea	Eco. Dis.	99	72	73%	78%	55%	33	33%	35%	21%	15	15%	18%	5%		
Science	5	Duryea	Emergent Bilingual	34	22	65%	70%	43%	9	26%	30%	17%	2	6%	8%	*		
Science	5	Duryea	At-Risk	96	69	72%	75%	49%	31	32%	35%	16%	12	13%	15%	*		
Science	5	Duryea	SPED	13	4	31%	35%	35%	0	0%	5%	*	0	0%	3%	*		

# Early Childhood Literacy Board Outcome Goal

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

		DURVEA	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	35%	27%	37%	47%	39%	42%	45%
		Total Number Meets or Higher		29		59			
		Total Number Tested		106		126			
		Points away from or above target		-8		+10			
		Difference from Prior Year				+20			
		Growth from Prior Year				74%			
	African American	Target and Actual Rate	19%	28%	21%	45%	23%	26%	29%
		Total Number Meets or Higher		7		15			
		Total Number Tested		25		33			
		Points away from or above target		+9		+24			
Difference from Prior Year					+17				
Growth from Prior Year					61%				
Hispanic	Target and Actual Rate	40%	26%	42%	44%	44%	47%	50%	
	Total Number Meets or Higher		18		34				
	Total Number Tested		68		77				
	Points away from or above target		-14		+2				
	Difference from Prior Year				+18				
	Growth from Prior Year				69%				
Eco. Disadv.	Target and Actual Rate	35%	24%	37%	43%	39%	42%	45%	
	Total Number Meets or Higher		22		42				
	Total Number Tested		91		98				
	Points away from or above target		-11		+6				
	Difference from Prior Year				+19				
	Growth from Prior Year				79%				
EL (Current & Monitored)	Target and Actual Rate	38%	19%	40%	47%	42%	45%	48%	
	Total Number Meets or Higher		10		26				
	Total Number Tested		53		55				
	Points away from or above target		-19		+7				
	Difference from Prior Year				+28				
	Growth from Prior Year				147%				
Cont. Enrolled	Target and Actual Rate	36%	29%	38%	46%	40%	43%	46%	
	Total Number Meets or Higher		22		46				
	Total Number Tested		75		100				
	Points away from or above target		-7		+8				
	Difference from Prior Year				+17				
	Growth from Prior Year				59%				
Non-Cont. Enrolled	Target and Actual Rate	29%	23%	31%	50%	33%	36%	39%	
	Total Number Meets or Higher		7		13				
	Total Number Tested		31		26				
	Points away from or above target		-6		+19				
	Difference from Prior Year				+27				
	Growth from Prior Year				117%				

# Early Childhood Math Board Outcome Goal

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

		DURYEA	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	33%	11%	35%	33%	37%	40%	43%
		Total Number Meets or Higher		12		41			
		Total Number Tested		106		126			
		Points away from or above target		-22		-2			
		Difference from Prior Year				+22			
		Growth from Prior Year				200%			
	African American	Target and Actual Rate	22%	8%	24%	24%	26%	29%	32%
		Total Number Meets or Higher		2		8			
		Total Number Tested		25		33			
		Points away from or above target		-14		0			
		Difference from Prior Year				+16			
		Growth from Prior Year				200%			
	Hispanic	Target and Actual Rate	36%	9%	38%	31%	40%	43%	46%
		Total Number Meets or Higher		6		24			
		Total Number Tested		68		77			
		Points away from or above target		-27		-7			
		Difference from Prior Year				+22			
		Growth from Prior Year				244%			
Eco. Disadv.	Target and Actual Rate	28%	11%	30%	34%	32%	35%	38%	
	Total Number Meets or Higher		10		33				
	Total Number Tested		91		98				
	Points away from or above target		-17		+4				
	Difference from Prior Year				+23				
	Growth from Prior Year				209%				
EL (Current & Monitored)	Target and Actual Rate	31%	8%	33%	33%	35%	38%	41%	
	Total Number Meets or Higher		4		18				
	Total Number Tested		53		55				
	Points away from or above target		-23		0				
	Difference from Prior Year				+25				
	Growth from Prior Year				313%				
Cont. Enrolled	Target and Actual Rate	35%	12%	37%	31%	39%	42%	45%	
	Total Number Meets or Higher		9		31				
	Total Number Tested		75		100				
	Points away from or above target		-23		-6				
	Difference from Prior Year				+19				
	Growth from Prior Year				158%				
Non-Cont. Enrolled	Target and Actual Rate	18%	10%	20%	38%	22%	25%	28%	
	Total Number Meets or Higher		3		10				
	Total Number Tested		31		26				
	Points away from or above target		-8		+18				
	Difference from Prior Year				+28				
	Growth from Prior Year				280%				

# 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.