

Cypress-Fairbanks Independent School District

Fiest 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 leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

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.

Student Achievement

Student Achievement Strengths

Areas of Celebration for Reading

Reading:

In 3rd grade reading, our AA, Hisp., W, SpEd, Eco Dis, and both continuously and non-continuously enrolled target groups showed incremental growth from the 2019 STAAR test.

Our students in 4th and 5th grade reading had limited growth in the Asian target group.

Overall, our students in the All, AA, Hisp, W, ED, EB/EL, Sped, Cont. Enrolled and Non-Cont Enrolled all met the state targets,

Our readers in K-5 made growth in reading levels in the '21-'22 school year.

Areas of Celebration for Math/Science

Math: In grade 3 our Special Ed. scores improved in the 21-22 school year.

Overall, our students in the EB/EL and SpEd. target groups met the state targets.

Science: Our 5th grade students in the Hisp and Asian groups showed improvement in STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our Reading performance by target groups (African American, EB, White, Asian, Hispanic and SpEd) students needs improvement in comparison to other groups. **Root Cause:** We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small group with our (African American, EB, White, Asian, Hispanic and SpEd) students specifically in mind.

Problem Statement 2: Math: Our Math performance by Asian, White, African American, Hispanic, and Economically Disadvantaged students needs improvement in comparison to other subgroups. **Root Cause:** Math: We need to prepare, plan and think critically to be proactive in teaching interactive vocabulary skills, utilizing mathematical conversations and real-world problem solving.

Problem Statement 3: Science: Our Science performance by African American, Hispanic, White, EB, and SpEd students needs improvement in comparison to other subgroups (Asian). **Root Cause:** Science: We need to purposefully plan interactive vocabulary activities, real-world/relevant experiences in science, and discuss the impact of them in the classroom using academic conversation and content-based writing.

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 disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following strengths were identified in the Employee Perception Survey for the 2020-2021 school year:

The Employee Perception Survey from 2020-2021 indicates the following are 85%+: opportunities to think for myself, opportunities for professional growth are available, work asked of me relates to my job, information is available to help me do my job effectively, opportunities are available to provide input, procedures have been implemented to keep me safe, quality work is expected from me, opportunities for collaboration, opportunities to discuss concerns with my administrators, information to my job is accessible, quality work is expected of students and decisions are data driven.

Areas below 85% agreement are: various forms of feedback are given to help me improve my performance, and staff recognition is built into the school culture.

Fiest has a mentoring programming, PALS, student council, and Watch D.O.G.S to support a positive environment.

Our teachers conduct Project Safety monthly lessons to PK-5 to build positive relationships and promote safety for all students and staff. The assistant principals have code of conduct talks so that students are aware of the rules and consequences for not following the rules. Our counselors and behavior interventionist teach guidance lesson on friendship, bullying, test-anxiety, social skills and problem solving. All classes conduct class meetings and social skills lessons during supplemental time each day.

As a Positive Behavioral Interventions and Supports (PBIS) campus, it is our goal to create a safe learning environment where all students are Be Respectful, Take Ownership, Be Accountable, Be Reliable, Be Safe. Students can earn a ROAR points via Class Dojo when demonstrating knowledge of the ROAR; which they have a class menu of items to purchase from as well as school wide incentives each month (i.e. Bear Mart for holiday purchases, make a craft, game day, etc). "Self Managers" is another incentive for students to earn when they consistently follow the expectations as well as go above and beyond be a positive role model for others at school. The students receive a badge and have special privileges in class and school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The campus has a disproportionate number of office referrals for African American males. **Root Cause:** School Culture and Climate: Students are struggling to appropriately communicate their needs and teachers are struggling to prevent and de-escalate disruptions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following needs were identified:

- Explore ways to measure the impact of staff development on student achievement
- Encourage all Language Arts teachers to become ESL certified
- Encourage all teachers to take at least one GT staff development course
- All teachers will be held accountable for yearly training necessary for their teaching assignment such as certifications in GT, ESL
- Teachers will be provided with more training on recognizing needs of students with speech difficulties, autism, and dyslexia, Early Literacy strategies etc.

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention. Fiest had 3 retirement and no transfers in 2020-2021. We only hired 1 new teacher and acquired 1 transfer teacher.

- All teachers are Highly Qualified
- Personnel with different strengths are hired through a series of administrative and team interviews
- Fiest serves as an educational learning campus for student teachers
- PTO provides money for teachers to attend staff development
- Title 1 budget permits for multiple professional development opportunities
- New teachers/paraprofessionals are assigned a mentor to provide support
- Relevant professional development is offered in our building as needed, such as MClass, technology, etc.
- Paraprofessionals were invited to attend staff development at the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Paraprofessionals and Teachers are more likely to be absent on a Monday or a Friday. **Root Cause:** Teacher/Paraprofessional Attendance: Some staff members don't realize the value in their daily attendance and it's impact on student learning.

Parent and Community Engagement

Parent and Community Engagement Strengths

Numerous opportunities for family and community involvement are provided throughout the year. In 2021-2022, we have/will host events such as: Meet the Teacher, Open House, Math/Reading Nights, Science Night, Popsicle's on the Practice Field, Rodeo Round-Up/Bear Parade, Penguin Ball, Student Showcase Night, Campus Student Showcase, Awards Day, 5th Grade Recognition Night, Veteran's Day Celebration, and Book Fairs,

Our partnerships with Cornerstone United Methodist Church provides many meaningful volunteer opportunities.

Fiest utilizes multiple forums for communication to keep parents informed. These include newsletters, School Messenger, Remind texts, e-mails, marquee, and social media posts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents of at-risk students do not always attend school events **Root Cause:** Parent and Community Engagement: We need to advertise and make more connections with parents to give them more reasons to attend.


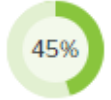




Goals










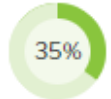


Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








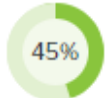


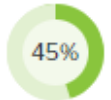

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.




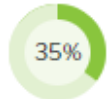


Evaluation Data Sources: STAAR Reading, Writing, Math and Science results




Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: We will support all students in daily small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "approaches, meets, and masters grade level standard" will increase. Planning: Each week, a portion of content planning will be used for small group instruction discussions using small group reading resources. Walkthroughs: P/APs/ISs will look for evidence of purposeful small group instructional techniques in the classroom, at least once a month. Small Group Reading Intervention for 1st and 2nd grade students significantly reading below grade level. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RLA: We will support all students in reading comprehension through daily read alouds with accountable talk, with a strategic focus on STAAR rigor.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, APs, IS's, and Instructional Staff</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking weekly in subjects beyond Language Arts.</p> <p>Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, IS's, and Instructional Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Writing: We will commit to supporting all students with direct instruction of grammar and mechanics, as well as application of these skills to strengthen written compositions. We will continue to review these skills throughout the school year.</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, APs, IS's, and Instructional Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math: Teachers will plan for higher-level questioning, student discourse, technology, and writing opportunities to develop a deep mathematical understanding of the math TEKS.</p> <p>Planning: Each week, content planning will include discussion on how to engage students in discourse and strengthen vocabulary.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used to plan for student discourse.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom and high level questioning.</p> <p>Additional support for 3rd and 4th grade Math through ESSER III funded allocation.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math: Teachers will support all students by utilizing daily small group instruction to differentiate based on student 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, APs, ISs, Instructional Teaching Staff, and Paraprofessionals</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Math: Teachers will support all students by utilizing daily small group instruction to differentiate based on student 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, APs, ISs, Instructional Teaching Staff, and Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Math: Teachers will plan for higher-level questioning, student discourse, technology, and writing opportunities to develop a deep mathematical understanding of the math TEKS.</p> <p>Planning: Each week, content planning will include discussion on how to engage students in discourse and strengthen vocabulary.</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, APs, ISs, Instructional Teaching Staff, Testing Coordinator, and Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Science: Teachers will provide hands-on and real-world learning opportunities that include higher-level questioning and student discourse for students to develop a deep understanding of the science TEKS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, and Instructional teaching and paraprofessional staff.</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: 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 11 Details	Formative Reviews		
<p>Strategy 11: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of purposeful, specific, targeted lessons each day that includes: Reading and Math Adaptive Practice Programs such as: Amplify, Achieve 3000, Amira and ST Math</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful grammar, mechanics, and vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: 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: Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) along with at-risk students to meet the challenging State academic standards. We will:</p> <ul style="list-style-type: none"> - provide supplies/materials/resources and staff to facilitate quality first instruction. - provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. - Promote PBIS in all areas of our school (face-to-face and virtual) - provide direction for families in the use of Schoology _SEL - Sanford Harmony lessons/activities - provide additional intervention for targeted students in Math and Reading (Read 180, SGRI, ESSER III, 4545) <p>Academic tutoring before/after school, Math/Reading Nights, Science Family Night, Connected/Unplugged Family Night, Book Fair Family Nights, Box/Book Facts).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, and Instructional teaching and paraprofessional staff.</p>	Formative		
	Nov	Feb	May
			

Strategy 13 Details	Formative Reviews		
<p>Strategy 13: The following groups of students considered at-risk (having 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> <ul style="list-style-type: none"> *"All" Students *AA *Hispanic *White *Asian *Econ Dis *Continuously Enrolled *Non-Continuously Enrolled <p>We will implement the supports listed below:</p> <ul style="list-style-type: none"> *Provide supplies/materials/resources and supplemental staff to facilitate quality first instruction. *Provide library materials that reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and state standards. *Provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. *Provide additional intervention for targeted students in Math and Reading *Incorporate instructional strategies that encourage student engagement *Construct learning activities that meet the diverse needs of the 21st century student populations *Foster collaborative group work opportunities that allow for the development of both social skills and content mastery *Advance critical thinking skills using graphic organizers *Implement Parent and Family Engagement (PAFE) initiatives to build parents' capacity <p>Strategy's Expected Result/Impact: Increased performance on State and District Assessments.</p> <p>Staff Responsible for Monitoring: Principal, APs, IS's, Counselors, and Librarian</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>		











 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 2: ESSER III: Throughout the 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: tutoring</p> <p>Strategy's Expected Result/Impact: Students attending before/after school tutoring will have a 50% increase in growth from their average score of a pre to post assessment by grade level.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, teachers and instructional para-professionals.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables.</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		
<p>Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk by providing additional instructional materials for tutorials and classroom use as well as headphones for testing.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal, IS, AP, Testing Coordinator</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 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: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safely document and protocols.</p> <p>Strategy's Expected Result/Impact: Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee.</p> <p>Staff Responsible for Monitoring: Safety Task Force Committee, APs, and Principal</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: Principal, AP, EOP Coordinators, Admin.</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: We will maintain a 97.5%+ attendance rate for the year through engaged learning in the classroom, opportunities for students to participate in CATCH lessons and Fitnessgram, and other campus activities and programs to promote our whole-child focused culture.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97.5%</p> <p>Staff Responsible for Monitoring: Classroom Teachers Attendance Secretary, APs & Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals will be decreased by 15%. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15%. Staff Responsible for Monitoring: Aps, BI, Classroom teacher, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: In School Suspensions will be reduced through the use of restorative discipline strategies and natural consequences. Strategy's Expected Result/Impact: Select ONE: In School Suspensions for SPED African American students will be reduced by 15%. Staff Responsible for Monitoring: Aps, BI, Classroom teacher, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Restorative Discipline: Staff will use PBIS level I strategies and incorporate the Morning Meetings, PBIS campus-wide lesson & CFISD Project Safety Lessons each month (including Tip line reporting procedures) & Core Value Lessons to support all students in the learning environment. Monthly monitoring, feedback and planning will be provided by the PBIS committee for the whole staff to discuss. Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 10%. Staff Responsible for Monitoring: PBIS Committee, APs, Counselor, BI, Librarian and Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: BI/APs will work with teachers to create behavior plans to help mitigate behavior issues and keep students in class.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: PBIS Committee, APs, Counselor, BI, Librarian and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention)</p> <p>Strategy's Expected Result/Impact: SELECT ONE:</p> <p>Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: APs, BI, Classroom teachers, APs</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 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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Campus Sub Rep, Principal and District HR</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, 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
 Sibme videos

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Trauma Informed Schools for BI and Counselors. Strategy's Expected Result/Impact: The trained staff will return to campus and share strategies to increase academic performance while addressing SEL. Staff Responsible for Monitoring: Counselors, BI, APs, Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will be encouraged to be an active member of their child's education as we will use a variety of tools to inform them about campus events through:</p> <ol style="list-style-type: none"> 1. Campus web page 2. School messenger - calls, e-mails and texts 3. PTO Facebook page 4. Twitter @FiestCFISD 5. Meeting agendas/minutes 6. Personal phone calls and invitations from staff to attend Meet the Teacher and other events 7. The Fiest Facts Bi-Monthly Campus Newsletters 8. Fiest Facebook 9. Remind App <p>The Fiest community will be invited to attend various events virtually and in person to support the academic, social and emotional well being of students and families. Events include:</p> <ol style="list-style-type: none"> 8. Curriculum Night (Fall) & Kindergarten Orientation 9. Winter Event - Math/Reading/Writing/Science Nights 10. Rodeo Day/Bear Parade 11. Awards Ceremonies 12. Campus and District Spelling Bee 13. Fun Run 14. Meet the Teacher 15 Penguin Ball 16. Student Showcase Night 17. Homecoming Open House 18. 5th Grade Recognition 19. Veteran's Day Celebration 20. Book Fairs 21. Rodeo-Round-Up 22. Campus Facebook/Twitter 23. Remind/Schoology <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Teachers & Administrative Team</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Jeanette Gerault	Principal
Classroom Teacher	Samantha Hernandez	Pre Kindergarten Teacher
Classroom Teacher	Christy Lewis	Kindergarten Teacher
Classroom Teacher	Vicki Skweres	Second Grade Teacher
Classroom Teacher	Shelby Madden	Third Grade Teacher
Classroom Teacher	Megan Wallace	Fourth Grade Teacher
Classroom Teacher	Alec McAlarnen	Fifth Grade Teacher
Classroom Teacher	Katherine Richardson	SPED/ECSE Teacher
Administrator	Amy Archer	Assistant Principal
Administrator	Wendy Suddendorf	Assistant Principal
Administrator	Beth Frnka	Counselor
Administrator	Lisa Newberry	counselor
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Celia Gutierrez	District Representative
Parent	Darci Barnes	Parent
Parent	Courtney Glover	Parent
Community Representative	Diane Jenkins	Community Resident
Business Representative	Cameron Dickey	Cy Fair Federal Credit Union
Business Representative	Alex Soler	Business Representative
Paraprofessional	Jackie Aguilar-Arechiga	Paraprofessional
Paraprofessional	Jennifer Winkler	Campus Secretary
Non-classroom Professional	Emily Angelilli	Instructional Specialist
Non-classroom Professional	Maria Ferrera	Instructional Professional
Non-classroom Professional	Laurie Russell	Behavioral Intervention
Non-classroom Professional	Felicia Worchesik	Testing Coordinator
Non-classroom Professional	Reshma Evans	Instructional Specialist
Librarian	Ginny Boughter	Librarian

Committee Role	Name	Position
Classroom Teacher	Martha Easterly	PE teacher
Classroom Teacher	Janie Brooks	PE Teacher
Classroom Teacher	Alisha Utter	1st grade Classroom Teacher

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	Fiest	White	26	20	77%	81%	93%	14	54%	62%	70%	8	31%	38%	22%		
Reading	3	Fiest	Two or More	5	4	80%	85%	63%	2	40%	60%	*	0	0%	20%	*		
Reading	3	Fiest	Eco. Dis.	90	56	62%	67%	71%	33	37%	40%	41%	13	14%	18%	16%		
Reading	3	Fiest	Emergent Bilingual	12	8	67%	72%	43%	2	17%	25%	*	1	8%	16%	*		
Reading	3	Fiest	At-Risk	100	63	63%	68%	64%	36	36%	41%	25%	13	13%	18%	13%		
Reading	3	Fiest	SPED	16	7	44%	50%	38%	4	25%	31%	*	4	25%	31%	*		
Reading	4	Fiest	All	137	98	72%	77%	75%	58	42%	47%	34%	31	23%	27%	16%		
Reading	4	Fiest	Hispanic	46	27	59%	65%	76%	12	26%	31%	27%	6	13%	18%	11%		
Reading	4	Fiest	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Fiest	Asian	14	13	93%	100%	100%	10	71%	78%	82%	9	64%	71%	64%		
Reading	4	Fiest	African Am.	41	29	71%	75%	66%	15	37%	44%	28%	4	10%	17%	*		
Reading	4	Fiest	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Fiest	White	33	28	85%	89%	80%	20	61%	67%	40%	11	33%	45%	24%		
Reading	4	Fiest	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Fiest	Eco. Dis.	91	61	67%	72%	70%	31	34%	39%	30%	16	18%	22%	11%		
Reading	4	Fiest	Emergent Bilingual	18	7	39%	50%	50%	4	22%	33%	*	3	17%	25%	*		
Reading	4	Fiest	At-Risk	82	54	66%	68%	62%	23	28%	32%	22%	10	12%	18%	11%		
Reading	4	Fiest	SPED	19	7	37%	50%	50%	4	21%	31%	*	3	16%	25%	*		
Reading	5	Fiest	All	169	124	73%	79%	83%	90	53%	57%	54%	61	36%	38%	25%		
Reading	5	Fiest	Hispanic	66	52	79%	83%	80%	33	50%	55%	42%	19	29%	33%	24%		
Reading	5	Fiest	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Fiest	Asian	13	13	100%	100%	92%	10	77%	82%	85%	9	69%	75%	46%		
Reading	5	Fiest	African Am.	48	27	56%	61%	79%	18	38%	44%	50%	13	27%	30%	15%		
Reading	5	Fiest	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Fiest	White	36	29	81%	86%	90%	26	72%	78%	70%	18	50%	55%	30%		
Reading	5	Fiest	Two or More	5	2	40%	60%	*	2	40%	60%	*	2	40%	45%	*		
Reading	5	Fiest	Eco. Dis.	107	68	64%	69%	76%	40	37%	42%	48%	24	22%	27%	18%		
Reading	5	Fiest	Emergent Bilingual	24	16	67%	72%	62%	9	38%	45%	48%	7	29%	35%	*		
Reading	5	Fiest	At-Risk	123	85	69%	73%	76%	54	44%	47%	38%	36	29%	34%	16%		
Reading	5	Fiest	SPED	24	9	38%	46%	56%	5	21%	26%	20%	3	13%	17%	*		
Science	5	Fiest	All	169	108	64%	70%	62%	63	37%	42%	31%	28	17%	25%	17%		
Science	5	Fiest	Hispanic	66	39	59%	65%	62%	23	35%	40%	22%	11	17%	20%	14%		
Science	5	Fiest	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Fiest	Asian	13	13	100%	100%	77%	10	77%	83%	62%	6	46%	50%	46%		
Science	5	Fiest	African Am.	48	23	48%	60%	50%	12	25%	30%	15%	4	8%	15%	*		
Science	5	Fiest	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Fiest	White	36	30	83%	88%	71%	16	44%	50%	54%	6	17%	23%	25%		
Science	5	Fiest	Two or More	5	2	40%	45%	*	1	20%	25%	*	0	0%	10%	*		
Science	5	Fiest	Eco. Dis.	107	55	51%	56%	55%	24	22%	27%	29%	7	7%	12%	16%		
Science	5	Fiest	Emergent Bilingual	24	11	46%	51%	48%	3	13%	17%	*	0	0%	10%	*		
Science	5	Fiest	At-Risk	123	73	59%	64%	51%	36	29%	33%	19%	15	12%	17%	11%		
Science	5	Fiest	SPED	24	9	38%	43%	33%	4	17%	22%	*	2	8%	15%	*		

Early Childhood Literacy Board Outcome Goal

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

		FIEST	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	33%	42%	35%	48%	37%	40%	43%
		Total Number Meets or Higher		52		60			
		Total Number Tested		123		124			
		Points away from or above target		+9		+13			
		Difference from Prior Year				+6			
		Growth from Prior Year				14%			
	African American	Target and Actual Rate	18%	37%	20%	31%	22%	25%	28%
		Total Number Meets or Higher		11		10			
		Total Number Tested		30		32			
		Points away from or above target		+19		+11			
		Difference from Prior Year				-6			
		Growth from Prior Year				-16%			
	Hispanic	Target and Actual Rate	32%	29%	34%	55%	36%	39%	42%
		Total Number Meets or Higher		12		29			
		Total Number Tested		41		53			
		Points away from or above target		-3		+21			
		Difference from Prior Year				+26			
		Growth from Prior Year				90%			
	White	Target and Actual Rate	37%	57%	39%	56%	41%	44%	47%
		Total Number Meets or Higher		17		14			
Total Number Tested			30		25				
Points away from or above target			+20		+17				
Difference from Prior Year					-1				
Growth from Prior Year					-2%				
Eco. Disadv.	Target and Actual Rate	27%	36%	29%	40%	31%	34%	37%	
	Total Number Meets or Higher		27		32				
	Total Number Tested		76		81				
	Points away from or above target		+9		+11				
	Difference from Prior Year				+4				
	Growth from Prior Year				11%				
Cont. Enrolled	Target and Actual Rate	38%	43%	40%	58%	42%	45%	48%	
	Total Number Meets or Higher		40		57				
	Total Number Tested		94		99				
	Points away from or above target		+5		+18				
	Difference from Prior Year				+15				
	Growth from Prior Year				35%				
Non-Cont. Enrolled	Target and Actual Rate	18%	41%	20%	12%	22%	25%	28%	
	Total Number Meets or Higher		12		3				
	Total Number Tested		29		25				
	Points away from or above target		+23		-8				
	Difference from Prior Year				-29				
	Growth from Prior Year				-71%				

Early Childhood Math Board Outcome Goal

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

		FIEST	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	42%	33%	44%	35%	46%	49%	52%
		Total Number Meets or Higher		40		44			
		Total Number Tested		123		125			
		Points away from or above target		-9		-9			
		Difference from Prior Year				+2			
		Growth from Prior Year				6%			
	African American	Target and Actual Rate	20%	30%	22%	18%	24%	27%	30%
		Total Number Meets or Higher		9		6			
		Total Number Tested		30		33			
		Points away from or above target		+10		-4			
		Difference from Prior Year				-12			
		Growth from Prior Year				-40%			
	Hispanic	Target and Actual Rate	43%	29%	45%	38%	47%	50%	53%
		Total Number Meets or Higher		12		20			
		Total Number Tested		41		53			
		Points away from or above target		-14		-7			
		Difference from Prior Year				+9			
		Growth from Prior Year				31%			
	White	Target and Actual Rate	53%	30%	55%	40%	57%	60%	63%
		Total Number Meets or Higher		9		10			
		Total Number Tested		30		25			
		Points away from or above target		-23		-15			
		Difference from Prior Year				+10			
		Growth from Prior Year				33%			
Eco. Disadv.	Target and Actual Rate	37%	26%	39%	28%	41%	44%	47%	
	Total Number Meets or Higher		20		23				
	Total Number Tested		76		82				
	Points away from or above target		-11		-11				
	Difference from Prior Year				+2				
	Growth from Prior Year				8%				
Cont. Enrolled	Target and Actual Rate	47%	33%	49%	42%	51%	54%	57%	
	Total Number Meets or Higher		31		42				
	Total Number Tested		94		100				
	Points away from or above target		-14		-7				
	Difference from Prior Year				+9				
	Growth from Prior Year				27%				
Non-Cont. Enrolled	Target and Actual Rate	26%	31%	28%	8%	30%	33%	36%	
	Total Number Meets or Higher		9		2				
	Total Number Tested		29		25				
	Points away from or above target		+5		-20				
	Difference from Prior Year				-23				
	Growth from Prior Year				-74%				

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.