

# Cypress-Fairbanks Independent School District

## Hairgrove Elementary School

**2022-2023**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# 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

STAAR Assessment strengths:

The following strengths were identified based on a review of the 2021-2022 data:

The campus focused on the CIP goals including teaching vocabulary in a variety of ways to help students build their schema on unknown topics and become familiar with content-specific and testing vocabulary. Teachers planned their vocabulary lessons with their instructional specialist utilizing district and campus materials and implementation was monitored and reviewed throughout the year.

The campus conducted comprehensive data digs to determine areas of strengths and weaknesses, shared best practices, and determined what skills and activities would be implemented for reteaching through lessons, small groups, tutoring, and academic camps. Interventions provided by Title 1 specialists were monitored and adjusted to meet students' needs. The campus focused on specific students to provide interventions and adjusted groupings as needed.

The campus provided extended planning to teachers to deepen their understanding of how to teach concepts, in addition to planning what to teach, in order to be the most effective for our students. In addition, staff members, including instructional specialists and administrators, attended several hours of staff development, many more than required, and utilized their learning in the classroom to support students.

These three actions supported student growth across the campus.

End of the Year 2021-2022 DPM Primary data shows:

Math EOY DPM-Kinder 95% passing, 1st-93% passing, 2nd-95% passing

ELA-Kinder HFW 82% passing, 2nd Comprehension-93% passing

End of the Year 2021-2022 STAAR data shows:

3rd Grade Reading-95% Approaches, 72% Meets, 41% Masters

4th Grade Reading-87% Approaches, 60% Meets, 29% Masters

5th Grade Reading-94% Approaches, 74% Meets, 50% Masters

3rd Grade Math-89% Approaches, 58% Meets, 25% Masters

4th Grade Math-85% Approaches, 56% Meets, 29% Masters

5th Grade Math-92% Approaches, 65% Meets, 44% Masters

5th Grade Science-86% Approaches, 61% Meets, 23% Masters

The campus met all its goals for Approaches in all grade levels and subjects.

The campus met all its goals for Meets in 3rd, 4th, and 5th Reading and 3rd and 4th Math, and 5th Science.

The campus met all its goals for Masters in all grade levels and subjects.

In the Closing the Gap domain, we met 14 out of 14 indicators in Academic Achievement.

In the Closing the Gap domain, we met 1 out of 1 indicator in English Language Proficiency Status.

In the Closing the Gap domain, we met 9 out of 9 indicators in Student Success Status.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: African American students are scoring lower than other groups. **Root Cause:** RLA: The need to teach vocabulary in an array of ways to meet the needs of students, including African American learners, to determine the meaning of unknown words to support reading comprehension.

**Problem Statement 2:** Math: ESL current students are scoring lower than other populations **Root Cause:** Math: The need to teach content specific vocabulary in an array of ways to help students, including ELs, determine the main idea of the math problem in order to solve the problem correctly.

**Problem Statement 3:** Science: ESL students are scoring lower than other groups. **Root Cause:** Science: The need to teach students, including African Americans, content-specific and unknown vocabulary in a array of ways to support reading comprehension to increase the application of science concepts.

**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

### Attendance

Our current practices are a strength, and we will add additional strategies to improve our attendance. The campus believes the weekly competitions between the two assistant principals' GAME ON teams support attendance. The team that has the fewest absences and tardies earns points for their team. The teams earn points on a variety of things and at the end of four weeks, the team with the most points earns a pep rally.

The campus will be entering its eighth year in a partnership with Calvary Church Men's Ministry where the church provides two bicycles, two helmets, and two locks each month for a school-wide drawing for those students who have had perfect attendance for the month. At the end of the year, two students that have had perfect attendance for the year may win one of two bikes and five families win a \$50 gift certificate.

The campus will address perfect attendance by celebrating all students who have perfect attendance every nine weeks by having a Perfect Attendance party where they get a treat and a prize. We have done it in the past for PK and kinder and this year we are adding all students.

### Restorative Discipline

After reviewing our data the campus believes our strengths include the low number of office referrals. In addition, the campus believes our strengths include the programs that we continue to implement which are listed below.

Quantum Learning and The 8 Keys to Success  
PBIS - Positive Behavior Intervention System  
GAME ON- Building small communities within a school with weekly friendly competitions and celebrations  
No Excuses University Network and The Six Pillars of Academic Excellence and focusing on exposing students to all things college  
Conscious Discipline- Teaching students to self-monitor emotions, feelings, and reactions  
Project Safety Lessons and Guidance Lessons

### Campus Safety

After reviewing our data, the campus believes that our strengths include the programs that we implement for restorative discipline because reduced discipline supports campus safety. In addition, the campus believes that providing powerpoints created through the PBIS leadership team on Don't Be Scared, Be Prepared for safety drills, and practicing the safety drills supports campus safety. The campus also sends home letters, newsletters, and information to families so that they are able to support campus and district procedures for campus safety for all.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: The campus had 183 office referrals and 79 of those were for students receiving special education services (6 students) and were 58% of the office referrals. The rest were general education students and the majority were refusal to follow adult directives and inappropriate physical contact. **Root Cause:** School Culture and Climate: The need to provide additional training on how to work with children with special needs such as autism, emotional disturbance, and OHI as well as training on contracts, giving students choices, and adding additional rewards.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

### Attendance:

The campus provides staff development on the importance of regular staff attendance and the positive effects on student learning. The campus has a culture of high expectations for all, which motivates staff members to monitor their attendance. In addition, the campus acknowledges staff members every nine weeks through various rewards such as a celebration cart with a drink and a treat, an announcement in our weekly newsletter, or a written note.

### Staff Quality:

The campus believes first instruction is the best instruction for our students and works to ensure that planning times with instructional specialists are not missed as much as possible. IEPs, staffings, and other meetings are scheduled as much as possible on days where teachers do not have to miss planning. Extended planning is provided twice a year, which based on teacher surveys, is the number one request for Title 1 funds to be spent so that the teachers have an even deeper understanding of the content. Every nine weeks, a name is drawn for any staff member that has attended district staff development, and lunch is provided to that person by the principal. The campus has a culture of sharing and working together, which supports staff quality and student learning.

### Recruitment and Retention:

The campus utilizes Title 1 funds to support recruitment and retention by providing:

- tubs with manipulatives, books, and other hands-on materials
- consumable materials such as anchor charts, markers, sticky notes, etc.
- extended planning days
- research-based computer programs to support academics
- payment for before/after school tutoring, academic camps, and after-school data digs

In addition, according to staff feedback providing a structured environment with high expectations for all and providing ongoing support, is another reason our campus is able to retain highly qualified staff.

Opportunities for developing leadership skills and career growth are also part of our ability to retain HQ staff.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: The absence rate for the campus is 5.0% and our goal is 4.5%. **Root Cause:** Teacher/Paraprofessional Attendance: Personal events occur during the school year, and the campus needs to inform the staff each six weeks our percentage of absences to bring awareness to support the reduction of the use of personal days.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

The campus provides many opportunities for parents to be involved and to learn about how to help their children attain even greater success. The campus held all required Title 1 and CPOC meetings, where information about the campus and Title 1 funding. A brochure was sent home about the three main pillars of Hairgrove and our philosophy.

Events included:

- Meet The Teacher
- Open House Pre K-2
- Open House 3-5
- Title 1 Parent Meeting
- On-going parent conferences along with BOY, MOY, and EOY parent conferences scheduled in October, February, and May
- Science Night
- Christmas Choir and Pictures with Santa Night
- Field Days
- Choir Programs
- VIPS Luncheon
- Book Fairs
- Biz Town
- Perfect Attendance Celebrations for Pre-K and Kindergarten
- Bike Celebrations for Perfect Attendance Winners
- 5th Grade Graduation

In addition, all teachers in grades K-5 provided tutoring to a specific group of students either before or after school once a week, and grades 3-5 provided nine academic camps to a specific group of students on Friday evenings from 3:40-5:45.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Need to increase parent involvement and participation in school activities, including student attendance **Root Cause:** Parent and Community Engagement: The need to inform the parents how their engagement can affect student success and how absences not related to illness negatively impact their child's learning and their future success.


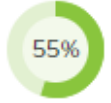




# Goals













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


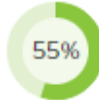





**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Teachers will plan and implement specific vocabulary activities to support all students' learning, with a focus on EL students. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary: Structured vocabulary time, read alouds, guided reading, shared reading, and oral language development. Strategies and materials from SPARC, Lead4Ward, Fountas &amp; Pinnell, Neuhaus, StarFall, TELPAS Finish Line Software, along with other campus-created activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints, district and state assessments, independent reading levels and TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Teachers will focus on math fluency through discussion and vocabulary instruction through oral language and vocabulary development and vocabulary development, for all students, with a focus on African American and EL current students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, Reflex math technology program from Explore Learning, ST Math, and campus-created activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and campus/district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Teachers will teach all students, with a focus on African American and EL current students, targeted vocabulary through a daily vocabulary time, along with additional vocabulary instruction provided twice a week by HQ paraprofessional utilizing picture cards, SPARC activities, Lead4ward activities, and district and campus-created activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and campus/district assessments and growth on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, and Principal</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 30 minutes of targeted instruction each day that includes: The campus will provide 30 minutes of instruction each day that includes small group instruction targeted at the specific needs of students.</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, Instructional Specialists, Teachers, Paraprofessionals</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: Students will be provided opportunities to utilize technology through the use of StarFall, IXL, RAZ Kids, Reflex Math, and Flocabulary, along with I-Read, Kid Biz, Google Classroom, and other technologies. Teachers will determine students' reading levels and choose levels that match their skills and topics of high-interest. Students that qualify for gifted and talented services will participate in creating a project that they will present. Students will participate in choir programs and field days. Students and parents will be invited to a Science Night in the spring. For our 4th/5th graders, students may join the after-school choir program. For our 5th graders, students have various organizations that they may join or apply to become a member such as: Student Leadership Team, Junior Counselors, and our NEU committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Students will demonstrate an increase in their checkpoints, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialists</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, EL, and Economically Disadvantaged 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> Hairgrove will implement the following measures to meet or exceed the targets on the attached CIP target table.</p> <ol style="list-style-type: none"> <li>1. Substitutes for the following: extended planning, professional development for observations, support for assessments, additional support for student events, and substitutes for Title I interventionists' absences to develop teachers' knowledge of the content and strategies to teach the students.</li> <li>2. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing to analyze student data, to determine what areas need re-teaching, and to share best strategies to increase student learning and academic performance.</li> <li>3. Paper, anchor charts, project boards, folders, binders, journals, markers, sticky notes, note cards, printer ink, Velcro, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds)</li> <li>4. Additional content supplies for literacy and math/science materials which include baskets, manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning. (General Fund)</li> <li>5. Stickers, folders, metals, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior. (General Funds)</li> <li>6. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom (Title 1)</li> <li>7. Temporary worker will be hired to support small groups. (Title 1)</li> <li>8. STAAR snacks and STAAR supplies (General Fund)</li> <li>9. Purchase technology devices to support learning</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>50%</p> </div> <div style="text-align: center;">  <p>55%</p> </div> <div style="text-align: center;">  <p>90%</p> </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>			

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

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

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Tutoring</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-23 school year, 90% of 3rd, 4th, and 5th grade students will score Approaches or higher on ELA and Math STAAR.</p> <p>By the end of the 2022-23 school year, 85% of K-2 students will read on grade level.</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:</b> Professional Staffing: Core content area interventionist (math)</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-23 school year, 90% of 3rd, 4th, and 5th grade students will will score Approaches or higher on Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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:** Significant progress made toward meeting Objective














Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 50%	 65%	 75%
<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>			

**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><b>Strategy 1:</b> The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><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>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will implement Sanford Harmony and Second Step social and emotional lessons, Conscious Discipline strategies, and continue with PBIS, Quantum Learning, 8 Keys of Excellence, No Excuses University College Bound, and GAME ON to support the safety of the staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Front desk, Safety Team, Counselor, Assistant Principals, and Principal</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:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: The campus will provide informational articles to the parents through email about the importance of attendance, incorporate lessons into PBIS lessons for the students about the importance of attendance and provide incentives for celebrations for classes and students that achieve perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will meet or exceed 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal, Counselors</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 1%.

**Evaluation Data Sources:** Discipline reports

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> Teachers will present PBIS lessons on Mondays, present SEL lessons on Tuesdays, as well as hold class meetings each Friday to teach and reinforce campus expectations, team build, and work through problems as a class. PK-1st graders will participate in SEL lessons daily for 15 minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: In-School Suspensions:</b> Reduce In School Suspensions of SPED African Americans by 3% by continuing to actively teach and reinforce our PBIS matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> In-School Suspensions for SPED African American students will be reduced by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> Keep Out of School Suspensions at 0% by continuing to actively teach and reinforce our PBIS matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Special Opportunity School (SOS) Placements:</b> Principal and Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and Assistant Principals will work to reteach appropriate school behaviors and keep students in class and on our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, and Teachers</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 continue to implement Sanford Harmony/Second Step lessons and activities to keep violent incidents on our campus at 0%.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselors</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

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













Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary, Assistant Principals</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

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Lead4ward STAAR4ward training. Teachers will get information about the new STAAR test as well as strategies to use in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Information for teachers regarding the new STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> High-Quality Professional Development: Gretchen Bernebei ELA Training for ELA teachers in grades 2-5. Teachers will come away with strategies, ideas, and examples to implement in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will score Approaches or higher on the ELA STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> High-Quality Professional Development: Get Your Teach On Conference for teachers in grades PK-5. Teachers will come away with strategies, ideas, and examples to implement in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will score Approaches or higher on the ELA STAAR assessment 90% of students will be on level in reading according to their IRL level</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 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 1%.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b></p> <p>Communication will be sent out through email for all students.</p> <p>Our Monthly SPLASH Smore newsletter will be published to provide parents with important information.</p> <p>Additional materials will be provided to help with the school and home connection such as Thursday take-home folders and planners. Other materials to support the transition from home to Pre K and Kindergarten will also be purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, APs, Principal</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Michelle Lee	Principal
Classroom Teacher	Christina Jacobs	Teacher #1
Classroom Teacher	Dorothy Agudelo	Teacher #2
Classroom Teacher	Claudia Lopez	Teacher #3
Classroom Teacher	Sandra Deluna	Teacher #4
Classroom Teacher	Kristi Lewis	Teacher #5
Classroom Teacher	Kristin Guajardo	Teacher #6
Classroom Teacher	Susana Compean	Teacher #7
Classroom Teacher	Brittany Mikeska	Teacher #8
Classroom Teacher	Krystal Esparza	Other School Leader #1
Classroom Teacher	Madison Riffle	Other School Leader #2
Non-classroom Professional	Jeanne Chandler	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	add name	Administrator (LEA) #2
Parent	Maria Martinez	Parent #1
Parent	add name	parent #2
Community Representative	Patti Ressler	Community Resident #1
Business Representative	Jeff Mcgee	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Jennifer Burnett	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #2

# Addendums





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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	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	Hairgrove	White	7	7	100%	100%	100%	7	100%	100%	100%	3	43%	45%	*
Reading	3	Hairgrove	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hairgrove	Eco. Dis.	100	96	96%	98%	86%	71	71%	75%	66%	38	38%	40%	28%
Reading	3	Hairgrove	Emergent Bilingual	53	48	91%	92%	82%	37	70%	71%	57%	18	34%	35%	18%
Reading	3	Hairgrove	At-Risk	93	87	94%	95%	82%	63	68%	70%	62%	32	34%	35%	25%
Reading	3	Hairgrove	SPED	19	15	79%	80%	57%	6	32%	33%	35%	4	21%	22%	*
Reading	4	Hairgrove	All	85	74	87%	90%	89%	51	60%	61%	63%	25	29%	30%	27%
Reading	4	Hairgrove	Hispanic	69	59	86%	88%	87%	38	55%	58%	63%	18	26%	30%	26%
Reading	4	Hairgrove	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	African Am.	8	7	88%	90%	86%	6	75%	77%	71%	4	50%	52%	*
Reading	4	Hairgrove	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	White	*	*	*	*	100%	*	*	*	63%	*	*	*	*
Reading	4	Hairgrove	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	Eco. Dis.	71	61	86%	88%	87%	41	58%	60%	56%	18	25%	28%	22%
Reading	4	Hairgrove	Emergent Bilingual	43	34	79%	80%	80%	22	51%	53%	48%	7	16%	18%	20%
Reading	4	Hairgrove	At-Risk	66	55	83%	85%	84%	36	55%	57%	53%	13	20%	22%	23%
Reading	4	Hairgrove	SPED	10	4	40%	41%	50%	2	20%	25%	*	0	0%	10%	*
Reading	5	Hairgrove	All	101	95	94%	95%	90%	75	74%	75%	71%	50	50%	51%	27%
Reading	5	Hairgrove	Hispanic	82	77	94%	95%	91%	60	73%	74%	68%	41	50%	51%	22%
Reading	5	Hairgrove	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	African Am.	7	6	86%	87%	83%	6	86%	87%	83%	4	57%	58%	*
Reading	5	Hairgrove	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	White	9	9	100%	100%	*	6	67%	70%	*	4	44%	46%	*
Reading	5	Hairgrove	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	Eco. Dis.	90	84	93%	95%	91%	66	73%	75%	69%	45	50%	52%	21%
Reading	5	Hairgrove	Emergent Bilingual	40	37	93%	95%	90%	24	60%	62%	58%	11	28%	30%	13%
Reading	5	Hairgrove	At-Risk	86	80	93%	94%	89%	60	70%	72%	63%	39	45%	48%	16%
Reading	5	Hairgrove	SPED	11	6	55%	58%	50%	3	27%	29%	50%	3	27%	29%	*
Science	5	Hairgrove	All	101	87	86%	90%	86%	62	61%	62%	48%	23	23%	30%	22%
Science	5	Hairgrove	Hispanic	82	70	85%	88%	85%	48	59%	60%	43%	18	22%	25%	16%
Science	5	Hairgrove	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	African Am.	7	7	100%	100%	83%	5	71%	73%	*	1	14%	16%	*
Science	5	Hairgrove	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	White	9	7	78%	80%	*	6	67%	70%	*	3	33%	35%	*
Science	5	Hairgrove	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	Eco. Dis.	90	78	87%	90%	84%	55	61%	63%	44%	20	22%	25%	17%
Science	5	Hairgrove	Emergent Bilingual	40	30	75%	78%	83%	19	48%	50%	30%	7	18%	20%	*
Science	5	Hairgrove	At-Risk	86	73	85%	87%	81%	49	57%	60%	37%	15	17%	20%	11%
Science	5	Hairgrove	SPED	11	5	45%	48%	*	2	18%	20%	*	1	9%	12%	*

# Early Childhood Literacy Board Outcome Goal

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

		HAIRGROVE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	52%	57%	54%	73%	56%	59%	62%
		Total Number Meets or Higher		47		81			
		Total Number Tested		82		111			
		Points away from or above target		+5		+19			
		Difference from Prior Year				+16			
		Growth from Prior Year				28%			
	Hispanic	Target and Actual Rate	52%	53%	54%	68%	56%	59%	62%
		Total Number Meets or Higher		35		61			
		Total Number Tested		66		90			
		Points away from or above target		+1		+14			
		Difference from Prior Year				+15			
		Growth from Prior Year				28%			
	Eco. Disadv.	Target and Actual Rate	51%	55%	53%	71%	55%	58%	61%
		Total Number Meets or Higher		36		69			
		Total Number Tested		65		97			
		Points away from or above target		+4		+18			
		Difference from Prior Year				+16			
		Growth from Prior Year				29%			
	EL (Current & Monitored)	Target and Actual Rate	51%	53%	53%	74%	55%	58%	61%
		Total Number Meets or Higher		29		45			
Total Number Tested			55		61				
Points away from or above target			+2		+21				
Difference from Prior Year					+21				
Growth from Prior Year					40%				
Cont. Enrolled	Target and Actual Rate	49%	59%	51%	72%	53%	56%	59%	
	Total Number Meets or Higher		43		71				
	Total Number Tested		73		98				
	Points away from or above target		+10		+21				
	Difference from Prior Year				+13				
	Growth from Prior Year				22%				

# Early Childhood Math Board Outcome Goal

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

		HAIRGROVE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	54%	45%	56%	59%	58%	61%	64%
		Total Number Meets or Higher		37		65			
		Total Number Tested		82		111			
		Points away from or above target		-9		+3			
		Difference from Prior Year				+14			
		Growth from Prior Year				31%			
	Hispanic	Target and Actual Rate	53%	41%	55%	57%	57%	60%	63%
		Total Number Meets or Higher		27		51			
		Total Number Tested		66		90			
		Points away from or above target		-12		+2			
		Difference from Prior Year				+16			
		Growth from Prior Year				39%			
	Eco. Disadv.	Target and Actual Rate	54%	37%	56%	57%	58%	61%	64%
		Total Number Meets or Higher		24		55			
		Total Number Tested		65		97			
		Points away from or above target		-17		+1			
		Difference from Prior Year				+20			
		Growth from Prior Year				54%			
	EL (Current & Monitored)	Target and Actual Rate	53%	40%	55%	56%	57%	60%	63%
		Total Number Meets or Higher		22		34			
Total Number Tested			55		61				
Points away from or above target			-13		+1				
Difference from Prior Year					+16				
Growth from Prior Year					40%				
Cont. Enrolled	Target and Actual Rate	53%	47%	55%	62%	57%	60%	63%	
	Total Number Meets or Higher		34		61				
	Total Number Tested		73		98				
	Points away from or above target		-6		+7				
	Difference from Prior Year				+15				
	Growth from Prior Year				32%				

# 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.