Cypress-Fairbanks Independent School District

Horne Elementary School

2022-2023

Mission Statement

Horne Elementary

At Horne Elementary all students and staff will demonstrate strong character and grow as life-long learners in reading, writing, math, and science!

Integrity – Unity - Perseverance

Vision

CFISD

Opportunities for All

Comprehensive Needs Assessment

Revised/Approved: September 26, 2022

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: In May, the CPOC committee reviewed the current year CIP to determine the needs for the campus. Then, in June, the campus conducted a vertical alignment using the CIP and the STAAR scores to align the primary and upper grade practices in reading and math. In August, the campus revisited the needs assessment needs that were determined in May and June. Finally, the CPOC committee meet in September to determine the how monies would be spent to address the needs that were identified.

The comprehensive needs assessment was reviewed and/or revised on the following dates: We met on the following dates: May 5, 2022; June 10, 2022; August 24, 2022; and September 21, 2022.

In summary, the comprehensive needs assessment denotes the following: The comprehensive needs assessment denoted that while teachers should ensure Hispanic and African American students are successful, they cannot forget about the White student group. Consistency with vertical alignment practices were also key topics during our 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 May 5, 2022, June 10, 2022, August 24, 2022, and September 22, 2022 to develop the CNA and the strategies. Those meetings were held in the cafeteria and library starting at 4:30 pm. 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: During the meetings, we divided the committee into grade level groupings - ensuring that there was grade level representation in each group. Each group received a copy of the CIP and the STAAR scores. Each group was assigned the task of using the data to determine the the strengths and areas of growth for each tested content area and student groups. The groups were given chart paper and markers to conduct the root cause analysis and determine the contributing factors to the student performance. The groups then determined what elements we have control over as educators. With that, each group reflected on the final cause of why the particular student group was not achieving success.

Based on feedback from the committee, the campus has the following priorities for the current school year: We determined that focusing on our White student group needed to be a priority, as well as continuing to differentiate instruction for all student groups.

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.

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.
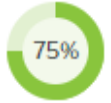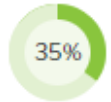
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.
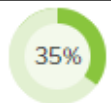
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The CPOC committee recommends using the Measuring UP books earlier in the year to support student learning. The committee also recommends implementing learning incentives during the Fall semester to help prepare students use of strategies for the mid-year benchmark. The committee recommends continuing to utilize outside consultants like Shonda Guthrie, Garland Linkenhogen, and Elizabeth Martin to support student learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: All teachers in all content areas will focus on the development of literacy through the consistent implementation of targeted mini-lessons that focus on differentiated instruction. This includes small group reading instruction and reading conferences in the areas of decoding, comprehension, and writing about reading. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to POWER Walks, video coaching through SIBME, and CF-TESS. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Student learning will strengthen through the delivery of lessons designed with the guidance of Elizabeth Martin and Shonda Guthrie. Student reading comprehension will increase with the introduction of decodable books in English and Spanish and Measuring Up instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	**Formative**		
	Nov	**Feb**	**May**
	40%	75%	95%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Our teaching staff will improve student performance by strengthening student-centered instruction through differentiated small groups and Blended learning. Use real-world connections, scaffolded instruction, differentiation, kinesthetic experiences and supports, and vertical alignment to increase student engagement and academic achievement. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals. The formats for feedback will include but are not limited to, critical writing, Garland Linkenhoger professional development, Power Walks, video coaching through Sibme, and CF-TESS. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Student learning will strengthen through the delivery of lessons with a focus on increased differentiation, rigor, relevance, vertical alignment and student engagement as modeled by Garland Linkenhoger. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	**Feb**	**May**
	35%	75%	95%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening implementation of best teaching practices to build relevant cross-curricular and real-world connections. Teachers will use purposeful, hands-on experiences, authentic literature, and visuals to bridge and extend the 3D experiences to 2D in order to foster higher level of academic discourse, critical writing, problem solving and student engagement. Teachers will also create lessons utilizing the science lab and the garden. Second and third grade classes will participate in garden lessons with Ready to Grow Gardens. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the science goals. The formats for feedback will include, but are not limited to, critical writing, Power Walks, video coaching through Sibme, and CF-TESS. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Student learning will strengthen through the delivery of lessons with a focus on increased rigor, relevance, and student engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator	Formative		
	Nov	**Feb**	**May**
	35%	80%	95%

Strategy 4 Details	Formative Reviews		

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Physical education teachers, School Nurse	Formative		
	Nov	**Feb**	**May**
	35%	80%	95%

Strategy 5 Details	Formative Reviews

	Formative		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted interventions in areas of individual student deficit, extension of learning activities, and PBIS social skills activities to improve student performance, classroom participation, and personal responsibility.
 	
The campus will utilize a 4th PEAMS rotation to allow for technology, guidance, extended writing, Project Safety, and PBIS lessons.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists
	Nov	Feb	May

	40%	75%	95%

Strategy 6 Details	Formative Reviews

	Formative		

Strategy 6: 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 are provided an opportunity to utilize technology in the classroom and technology lab with teacher-led activities and independent/ collaborative groups;
*Students and parents are invited to participate in various family nights including Family Fun Literacy Night, Family STEAM Night and etc.
*Students along with a parent will have an opportunity to participate in a bi-annual book giveaway to promote their interest in reading.
*Students will have an opportunity to participate in extended day activities and clubs of personal interest.
*Students will have an opportunity to participate in extended learning weekend camps for academic and personal growth.
*Student/parent/teacher opportunity to engage/communicate to build relationships.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists
	Nov	Feb	May

	40%	75%	95%

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: At-Risk: Deepen understanding of and address specific academic needs of the Emergent Bilingual, Special Education, and Economically Disadvantaged student groups to address the needs of all students, particularly at-risk. Based on STAAR or district progress monitoring, will provide at-risk students with an identified area of need for additional academic support based on their specific educational needs. Monthly staff development sessions with our teachers, Wisdom Wednesdays on the following dates: 11/2, 12/7, 1/4, 2/1, 3/1, 4/5, and 5/10 to support the needs of the at-risk population.	**Nov**	**Feb**	**May**
	40%	75%	90%

The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the campus goals and expectations. The formats for feedback will include but are not limited to, critical writing, Power Walks, video coaching through Sibme, and CF-TESS.

> **Strategy's Expected Result/Impact:** EB, Sped, and ED students will show academic growth of 10% by the end of the 2022-2023 school year.
> 1. Salaries - The Behavior Interventionist will assist in providing restorative discipline principles in order to reduce discipline referrals and increase student time in the classroom. The BI will ensure that the social emotional needs of our students are met. The Technology Lab Coach will work with students, staff, and families in order to ensure successful outcomes in integrating technology to promote academic growth.
> 2. Temporary Workers - Temporary workers will work with students in the classroom and in interventions to close gaps in learning and increase academic achievement per the goals specified in the CIP target table.
> 3. Extra Duty - Extended day tutoring on designated Tuesdays and Wednesdays will provide to students by staff to increase academic achievement and close gaps in learning campus-wide.
> 4. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development to develop a greater understanding of the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals as specified in the CIP.
> 5. Staff Development Supplies - The campus will utilize a variety of books and supplies to strengthen understanding of the needs of Emergent Bilingual, Special Education, and Economically Disadvantaged students to provide opportunities for all students to learn.
> 6. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension, assisting in meeting instructional targets and goals.
> 7. Brain Pop - Students will utilize Brain Pop as an additional intervention at school and at home to assist in meeting instructional targets.
> 8. ST Math - Students will utilize Spatial Temporal Math as an additional intervention at school and at home to assist in meeting instructional targets.
> 9. Flocabulary - Students will utilize Flocabulary across the curriculum to provide additional intervention at school and at home to assist in meeting instructional targets.
> 10. Reflex Math - Students will utilize Reflex Math to increase fact fluency for additional support at school and at home.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue
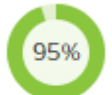
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 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

Next Year's Recommendation: The committee recommends the continued use of weekly tutorials, flexibly regrouping, and data driven instruction. Committee recommends using ESSER III funds to conduct after-school camps and purchase intervention materials to bolster activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring	**Formative**		
Strategy's Expected Result/Impact: We will measure the effectiveness of the intervention each grading period when students have improved their grades.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	40%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Development: Lead Your Schools will continue their work with our campus (Fundamental Five/Power Walks training).	**Formative**		
Strategy's Expected Result/Impact: We will measure the effectiveness of the intervention by conducting PowerWalks and seeing students engaged in learning and teaching interacting with the students more.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	35%	75%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Mental Health Supports/Mentoring. The Counselors, Behavioral Interventionists, and the PBIS team will initiate a teacher/student mentoring program. This mentoring program will begin in September and run throughout the school year. Mentors will meet during the day with their mentees on specific meeting dates (9/19,10/10, 11/14, 12/12, 1/30, 2/27, 4/3, and 5/8) to discuss progress, report cards, and student well-being. The sessions will include incentives, lite refreshments, and SEL activities to enhance the relationship between the mentees and mentors and any possible academic guidance for low grades.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will use increase grades and decrease disciplinary referrals to measure the effectiveness of the intervention. **Staff Responsible for Monitoring:** Principal	40%	80%	95%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
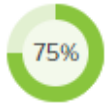
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplemental 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

Next Year's Recommendation: The committee recommends the continued use of outside consultants to support at-risk students. The committee recommends using the Game On strategy next year, but beginning it earlier in the year and continuing it each grading period to promote long-term student learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	35%	75%	90%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
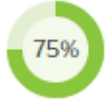
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Leadership team will continue to do frequent safety checks and focus more on the "Safety" rubric of our PBIS matrix.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus will implement PBIS, Red Ribbon Week, as well as COVID-19 protocols.	Formative		
Strategy's Expected Result/Impact: 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. Students will be supervised at all times when navigating the building. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee.	Nov	Feb	May
	30%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal and Assistant Principals	Nov	Feb	May
	30%	75%	100%

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

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

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

Evaluation Data Sources: Attendance Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Counseling team will formulate an attendance incentive and students will utilize their planners to track attendance
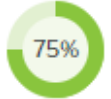
Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Staff will contact families to follow up on absences.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Registrar, Counselors, and Assistance Principals.	25%	60%	80%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			
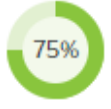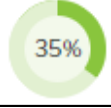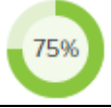
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary disciplinary actions will decrease by 5%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Incorporate Wisdom Wednesdays to enhance staff knowledge of restorative practices and refresh their knowledge of the Student Code of Conduct. Continuous review of PBIS strategies and behavior data to identify trends and re-adjust as needed to ensure students learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionists	30%	75%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: The campus will implement a variety of behavior intervention strategies to reduce in school suspensions for SPED African American students including PBIS, Project Safety, social skills lessons, mentoring, and teacher guidance provided by our Behavior Interventionist and DMC paraprofessional.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Select ONE:
 	
    In School Suspensions for SPED African American students will be reduced by 10%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, SPED teachers, Behavior Interventionist, and DMC Paraprofessional.
	35%	75%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: The campus will reduce out of school suspensions using a variety of techniques including PBIS, Project Safety, social skills lessons, mentoring, and teacher guidance provided by our Behavior Interventionist and DMC paraprofessional.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Out of school suspensions will continue to be less than 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.	30%	75%	50%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: The campus will implement the above mentioned programs and create individual behavior plans to support students with the goal to prevent student placement at SOS.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, SPED teachers, Behavior Interventionist, and DMC Paraprofessional.	30%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: The campus will implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.	35%	75%	100%

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

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective
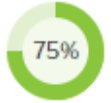
Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.
    Staff Responsible for Monitoring: Principal and Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	25%	60%	60%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

Performance Objective 2: Ensure that Teachers receive 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. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.

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

Summative Evaluation: Some progress made toward meeting Objective
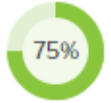
Strategy 1 Details		Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: All staff will strengthen their individual skill set and reduce individual areas of professional weakness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Technology Coach.		35%	75%	80%
<img> 0% No Progress <img> 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English and Spanish using several different methods: letters home, phone calls, school messenger, campus newsletters, and the marquee.
 	
Materials for parent nights will be purchased and distributed in advance to the staff and paraprofessionals will be paid for attending parent nights for support and translations.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach Title 1 Coordinator, Librarian/PTO Staff Representative
	Formative		

	Nov	**Feb**	**May**
	30%	75%	95%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Tracey Bennett	Principal
Classroom Teacher	Melissa Vargas	Teacher #1
Classroom Teacher	Jill Taylor	Teacher #2
Classroom Teacher	Blanca Hernandez	Teacher #3
Classroom Teacher	Maria Velasquez	Teacher #4
Classroom Teacher	Vianney Hernandez	Teacher #5
Classroom Teacher	Christie Arce	Teacher #6
Classroom Teacher	Gabriela Guajardo	Teacher #7
Classroom Teacher	Travis Ingram	Teacher #8
Non-classroom Professional	Candyss Sylvester	Other School Leader #1
Non-classroom Professional	Erika Sanchez	Other School Leader #2
Non-classroom Professional	Stephanie Watts	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Laura Adams	Administrator (LEA) #2
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Cheryl Johnson	Business Representative #1
Business Representative	Jason Spradley	Business Representative #2
Paraprofessional	add name	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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Horne	All	146	87	60%	65%	50%	41	28%	30%	26%	21	14%	20%	10%
Math	3	Horne	Hispanic	93	57	61%	65%	52%	25	27%	30%	23%	15	16%	20%	7%
Math	3	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	Asian	14	10	71%	75%	67%	6	43%	50%	67%	3	21%	25%	*
Math	3	Horne	African Am.	22	8	36%	40%	28%	2	9%	10%	*	0	0%	5%	*
Math	3	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	White	11	7	64%	70%	71%	5	45%	50%	*	2	18%	20%	*
Math	3	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	Eco. Dis.	115	64	56%	60%	47%	26	23%	30%	24%	14	12%	15%	8%
Math	3	Horne	Emergent Bilingual	64	39	61%	65%	56%	15	23%	30%	26%	9	14%	15%	11%
Math	3	Horne	At-Risk	117	64	55%	60%	49%	27	23%	30%	23%	11	9%	10%	11%
Math	3	Horne	SPED	13	3	23%	30%	*	0	0%	10%	*	0	0%	5%	*
Math	4	Horne	All	130	61	47%	50%	62%	24	18%	20%	35%	10	8%	10%	16%
Math	4	Horne	Hispanic	84	36	43%	45%	66%	14	17%	20%	39%	5	6%	10%	17%
Math	4	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	Asian	7	6	86%	90%	85%	5	71%	75%	54%	3	43%	45%	*
Math	4	Horne	African Am.	21	8	38%	40%	33%	1	5%	7%	19%	0	0%	5%	*
Math	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	White	13	8	62%	65%	63%	3	23%	25%	*	2	15%	20%	*
Math	4	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	Eco. Dis.	102	46	45%	50%	61%	18	18%	20%	34%	8	8%	10%	15%
Math	4	Horne	Emergent Bilingual	45	13	29%	30%	65%	5	11%	15%	34%	1	2%	5%	16%
Math	4	Horne	At-Risk	97	35	36%	40%	57%	13	13%	15%	26%	5	5%	10%	11%
Math	4	Horne	SPED	7	2	29%	30%	36%	0	0%	5%	*	0	0%	5%	*
Math	5	Horne	All	148	96	65%	68%	68%	54	36%	39%	42%	25	17%	18%	18%
Math	5	Horne	Hispanic	97	64	66%	67%	63%	35	36%	39%	40%	15	15%	16%	18%
Math	5	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Horne	Asian	*	*	*	*	100%	*	*	*	71%	*	*	*	*
Math	5	Horne	African Am.	32	16	50%	53%	74%	8	25%	27%	32%	2	6%	7%	*
Math	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Horne	White	16	14	88%	90%	83%	9	56%	58%	58%	7	44%	45%	*
Math	5	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Horne	Eco. Dis.	124	75	60%	62%	68%	43	35%	37%	40%	18	15%	16%	16%
Math	5	Horne	Emergent Bilingual	43	20	47%	50%	48%	9	21%	23%	26%	2	5%	6%	12%
Math	5	Horne	At-Risk	123	76	62%	64%	61%	37	30%	31%	34%	14	11%	12%	13%
Math	5	Horne	SPED	14	3	21%	23%	*	1	7%	8%	*	0	0%	1%	*
Reading	3	Horne	All	146	109	75%	80%	59%	65	45%	50%	30%	39	27%	30%	11%
Reading	3	Horne	Hispanic	93	71	76%	80%	57%	42	45%	50%	33%	23	25%	30%	11%
Reading	3	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	Asian	14	11	79%	80%	67%	7	50%	55%	*	5	36%	40%	*
Reading	3	Horne	African Am.	22	16	73%	75%	61%	7	32%	40%	*	4	18%	20%	*
Reading	3	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Horne	White	11	6	55%	60%	*	4	36%	40%	*	3	27%	30%	*
Reading	3	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	Eco. Dis.	115	82	71%	75%	55%	47	41%	45%	27%	25	22%	25%	11%
Reading	3	Horne	Emergent Bilingual	64	43	67%	70%	49%	21	33%	40%	25%	11	17%	20%	8%
Reading	3	Horne	At-Risk	117	83	71%	75%	49%	44	38%	40%	28%	23	20%	21%	10%
Reading	3	Horne	SPED	13	8	62%	65%	45%	2	15%	20%	*	1	8%	10%	*
Reading	4	Horne	All	130	95	73%	75%	70%	64	49%	52%	35%	26	20%	25%	8%
Reading	4	Horne	Hispanic	84	57	68%	70%	67%	39	46%	50%	37%	18	21%	25%	9%
Reading	4	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	Asian	7	5	71%	73%	92%	5	71%	75%	46%	2	29%	35%	*
Reading	4	Horne	African Am.	21	15	71%	73%	67%	7	33%	35%	26%	1	5%	10%	*
Reading	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	White	13	13	100%	100%	63%	10	77%	80%	*	4	31%	35%	*
Reading	4	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	Eco. Dis.	102	71	70%	73%	68%	48	47%	50%	33%	19	19%	25%	9%
Reading	4	Horne	Emergent Bilingual	45	21	47%	50%	58%	11	24%	30%	26%	1	2%	5%	8%
Reading	4	Horne	At-Risk	97	62	64%	68%	66%	36	37%	40%	28%	11	11%	15%	5%
Reading	4	Horne	SPED	7	3	43%	45%	36%	2	29%	32%	*	1	14%	17%	*
Reading	5	Horne	All	148	121	82%	85%	79%	77	52%	55%	56%	41	28%	30%	33%
Reading	5	Horne	Hispanic	97	75	77%	80%	76%	48	49%	51%	54%	27	28%	30%	32%
Reading	5	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	Asian	*	*	*	*	86%	*	*	*	71%	*	*	*	*
Reading	5	Horne	African Am.	32	28	88%	90%	84%	16	50%	53%	42%	7	22%	25%	*
Reading	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	White	16	15	94%	96%	91%	10	63%	65%	91%	6	38%	40%	55%
Reading	5	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	Eco. Dis.	124	99	80%	83%	76%	59	48%	50%	53%	30	24%	27%	31%
Reading	5	Horne	Emergent Bilingual	43	25	58%	60%	58%	12	28%	30%	28%	4	9%	12%	16%
Reading	5	Horne	At-Risk	123	97	79%	81%	73%	57	46%	50%	48%	26	21%	24%	25%
Reading	5	Horne	SPED	14	10	71%	73%	*	3	21%	24%	*	1	7%	10%	*
Science	5	Horne	All	147	107	73%	75%	64%	57	39%	41%	33%	27	18%	20%	12%
Science	5	Horne	Hispanic	96	70	73%	75%	59%	34	35%	36%	33%	15	16%	18%	9%
Science	5	Horne	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Horne	Asian	*	*	*	*	71%	*	*	*	*	*	*	*	*
Science	5	Horne	African Am.	32	19	59%	62%	68%	9	28%	30%	26%	3	9%	10%	*
Science	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Horne	White	16	15	94%	95%	91%	12	75%	76%	45%	7	44%	46%	*
Science	5	Horne	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Horne	Eco. Dis.	123	85	69%	70%	61%	39	32%	34%	31%	15	12%	14%	12%
Science	5	Horne	Emergent Bilingual	42	24	57%	59%	40%	10	24%	25%	20%	3	7%	9%	*
Science	5	Horne	At-Risk	122	85	70%	72%	58%	40	33%	35%	25%	15	12%	13%	8%
Science	5	Horne	SPED	14	5	36%	39%	*	1	7%	9%	*	0	0%	1%	*

Early Childhood Literacy Board Outcome Goal

Reading	HORNE		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	42%	37%	44%	48%	46%	49%	52%
		Total Number Meets or Higher		48		66			
		Total Number Tested		129		138			
		Points away from or above target		-5		+4			
		Difference from Prior Year				+11			
		Growth from Prior Year				30%			
	Hispanic	Target and Actual Rate	38%	38%	40%	49%	42%	45%	48%
		Total Number Meets or Higher		30		42			
		Total Number Tested		79		86			
		Points away from or above target		0		+9			
		Difference from Prior Year				+11			
		Growth from Prior Year				29%			
	Eco. Disadv.	Target and Actual Rate	43%	38%	45%	45%	47%	50%	53%
		Total Number Meets or Higher		43		49			
		Total Number Tested		112		109			
		Points away from or above target		-5		0			
		Difference from Prior Year				+7			
		Growth from Prior Year				18%			
	EL (Current & Monitored)	Target and Actual Rate	36%	29%	38%	42%	40%	43%	46%
		Total Number Meets or Higher		18		29			
		Total Number Tested		62		69			
		Points away from or above target		-7		+4			
		Difference from Prior Year				+13			
		Growth from Prior Year				45%			
	Cont. Enrolled	Target and Actual Rate	45%	39%	47%	50%	49%	52%	55%
		Total Number Meets or Higher		40		55			
		Total Number Tested		103		111			
		Points away from or above target		-6		+3			
		Difference from Prior Year				+11			
		Growth from Prior Year				28%			
	Non-Cont. Enrolled	Target and Actual Rate	31%	31%	33%	41%	35%	38%	41%
		Total Number Meets or Higher		8		11			
		Total Number Tested		26		27			
		Points away from or above target		0		+8			
		Difference from Prior Year				+10			
		Growth from Prior Year				32%			

Early Childhood Math Board Outcome Goal

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

Math		HORNE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	39%	22%	41%	33%	43%	46%	49%
		Total Number Meets or Higher		28		45			
		Total Number Tested		130		138			
		Points away from or above target		-17		-8			
		Difference from Prior Year				+11			
		Growth from Prior Year				50%			
	Hispanic	Target and Actual Rate	28%	21%	30%	31%	32%	35%	38%
		Total Number Meets or Higher		17		27			
		Total Number Tested		80		86			
		Points away from or above target		-7		+1			
		Difference from Prior Year				+10			
		Growth from Prior Year				48%			
	Eco. Disadv.	Target and Actual Rate	38%	19%	40%	28%	42%	45%	48%
		Total Number Meets or Higher		22		30			
		Total Number Tested		113		109			
		Points away from or above target		-19		-12			
		Difference from Prior Year				+9			
		Growth from Prior Year				47%			
	EL (Current & Monitored)	Target and Actual Rate	35%	21%	37%	33%	39%	42%	45%
		Total Number Meets or Higher		13		23			
		Total Number Tested		62		69			
		Points away from or above target		-14		-4			
		Difference from Prior Year				+12			
		Growth from Prior Year				57%			
	Cont. Enrolled	Target and Actual Rate	41%	24%	43%	36%	45%	48%	51%
		Total Number Meets or Higher		25		40			
		Total Number Tested		103		111			
		Points away from or above target		-17		-7			
		Difference from Prior Year				+12			
		Growth from Prior Year				50%			
	Non-Cont. Enrolled	Target and Actual Rate	31%	11%	33%	19%	35%	38%	41%
		Total Number Meets or Higher		3		5			
		Total Number Tested		27		27			
		Points away from or above target		-20		-14			
		Difference from Prior Year				+8			
		Growth from Prior Year				73%			

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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