# Cypress-Fairbanks Independent School District

# Walker Elementary School

# 2022-2023

# Mission Statement

The community of Walker Elementary is dedicated to creating an atmosphere in which students, parents, and teachers work collaboratively to build the foundation that supports each child in achieving his/her full potential. This environment promotes learning opportunities that enable our students to become effective communicators, competent problem solvers, self-directed learners, responsible citizens, and quality producers.

# Vision

Doing What's Best For Kids

Positive * Safe * Engaging

# 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**

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

Math:

- 5th Grade - Masters Grade Level Standards: Emergent Bilingual

Reading:

- 4th Grade Meets Grade Level Standards: Hispanic and White
- 5th Grade Meets Grade Level Standards: Economically Disadvantaged

Science:

- Masters Grade Level Standards: Emergent Bilingual, and Special Education

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: To fill in the gaps, we need to provide consistent and quality instruction through daily guided reading and strategy groups for all students.   **Root Cause:** RLA: Staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students.

**Problem Statement 2:** Math: Students may show a deficit in number sense, applications, and vocabulary.   **Root Cause:** Math: Mathematics foundation is lacking, and staff will need to plan for multiple opportunities through use of manipulatives and strong number talks to strengthen their mathematical knowledge.

**Problem Statement 3:** Science: Students may display an absence of science vocabulary and hands on experiences as required in the science TEKS.   **Root Cause:** Science: Science foundation is lacking and staff will need to plan for multiple opportunities through strong vocabulary instruction, modeling, and the implementation of hands on experiences to strengthen their foundation.

**Problem Statement 4:** Students are beginning the 2022-23 school year with continued 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 Summary**

## Surveys (students)

## Values

## Beliefs

## Equity-Opportunity and Equal Access

**School Culture and Climate Strengths**

Walker Elementary has a strong vertical team of teachers that strives to continue providing the best instructional practices for our students. The vertical team meets regularly and communicates where we are as a campus and how we can better align ourselves as a community.

We have developed a strong culture of restorative practices and regular community circles that focus on repairing or strengthening relationships for.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Parent and Community Engagement: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Parent and Community Engagement: Without a PTO, there is not a specific group following through with promoting more volunteers.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Strengths**

Our staff here at Walker realizes the importance of being here for our students. We are working together as teams to ensure that good classroom instruction occurs daily. We are always looking at vertical alignment and filling in the gaps.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Students do not receive quality instruction when staff is not present. **Root Cause:** Teacher/Paraprofessional Attendance: Not closely monitoring absences or noticing patterns.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

When Walker has evening events, the parents set aside time to attend. We have parents wanting to be involved with the many activities that we had planned. We will continue to look for activities that appeal to our community.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent and Community Engagement: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Parent and Community Engagement: Without a PTO, there is not a specific group following through with promoting more volunteers.

# 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, African American, white, economically disadvantaged and special ed students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**HB3 Goal**

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** RLA: Instructional Specialists and Vertical Team will help align and provide training in phonics instruction to ensure direct instruction is properly planned for students in grades PK-5. The use of classroom data to design specific plans to intensify lessons for specific groups of students. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists | 35% | 70% | 100% |
| Strategy 2 Details | Formative Reviews | | |
| **Strategy 2:** Math: Instructional Specialists and Vertical Team will help align and plan lessons that allow for real world connections, higher level learning opportunities, enhanced vocabulary, calculation practice and focused number sense lessons by incorporating daily content conversations. Helping students use purposeful strategies when choosing appropriate operations. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br><br>Teachers will use data to determine deficiencies and implement reteaching opportunities.<br><br>Librarian will conduct book talks related to math and science topics.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Teachers, Librarian, Assistant Principals, and Principal. | 35% | 70% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Science: Instructional Specialists and Vertical Team will ensure alignment for learning vocabulary in the science classrooms. | **Formative** | | |
|    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. | **Nov** | **Feb** | **May** |
|    All grade levels PK-5 will produce lessons that allow for solid learning of vocabulary through movement and providing experiences to help with recall of meaning.<br>   **Staff Responsible for Monitoring:** Instructional Specialists, Teachers, Assistant Principals and Principal. | 35% | 70% | 100% |

| 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. | **Formative** | | |
|    **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness | **Nov** | **Feb** | **May** |
|    **Staff Responsible for Monitoring:** Principal | 35% | 70% | 100% |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **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: Teachers will use this time to review or reteach concepts that require more depth or several repeated opportunities to grasp. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>   **Staff Responsible for Monitoring:** Instructional Specialists, Teachers, Assistant Principals and Principal. | 35% | 70% | 100% |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **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: Monthly virtual garden lessons for all second graders. Grade levels K, 1, 3, 4 and 5 will have two garden lessons for the 2022-2023 school year. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br><br>   All students in K-5 will benefit from hands on learning in the garden virtually and specific lessons that support specific grade level Science TEKS.<br>   **Staff Responsible for Monitoring:** Instructional Specialists, Teachers, Assistant Principals and Principal. | 35% | 70% | 100% |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 7:** All 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. | Formative | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** 1. Salaries - Reading Interventionists will provide extra support in reading classrooms with a focus on comprehension for students that are in need. Math Support Interventionist will provide extra support in math classrooms for students that are in need. 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. Technology Instructional Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing technology. 2. Imagine Learning - students will utilize Imagine Learning as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. 4. Ready to Grow Gardens - Provide curriculum, activities and lessons tied to curriculum for students both at school and at home. Will also provide supplies to maintain the garden for the lessons. 5. Instructional Specialists extra duty pay to prepare and deliver staff development the start of the 2022-2023 school year. 6. Before and after school tutoring will help students review skills that are needing remediation. 7. Brain Pop - teachers will be able to utilize to reinforce skills taught in the classroom. **Staff Responsible for Monitoring:** Instructional Specialists, Teachers, Assistant Principals and Principal. | 35% | 70% | 100% |

| | | | |
|---|---|---|---|
| 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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Summer Enrichment: Summer learning - Teachers will develop a summer plan for parents to help their child with to ensure there is not any regression. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** At the beginning of the 2022-2023 school year, students in grades 1-5 will show minimal regression in their reading levels and Mclass assessments from the previous end of year data in the 2021-2022 school year. **Staff Responsible for Monitoring:** Principal | 35% | 70% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Before/After School Program: tutoring | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** By the end of the 2022-2023 school year, students will show growth and increase scores by 10% each time the beginning, middle and end assessments are taken. **Staff Responsible for Monitoring:** Principal | 35% | 70% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Professional Staffing: Core content area interventionist | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** 100% of students participating in small group with the interventionist will experience growth in their checkpoint scores, assessments and STAAR testing by the end of the 2022-2023 school year. **Staff Responsible for Monitoring:** Principal | 35% | 70% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Professional Development: Phonics instruction staff development will be provided by consultant Shonda Guthrie. The focus will be implementation and planning of phonics instruction by grade level. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** By the end of the 2022-2023 school year, students will experience growth in phonemic awareness measured by beginning, middle and end of year assessments. **Staff Responsible for Monitoring:** Principal | 35% | 70% | 100% |

**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:** Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** State Compensatory Education (SCE): Math manipulatives to provide hands on experience to help close the math foundation gaps. | **Formative** | | |
| **Strategy's Expected Result/Impact:** By the end of the 22-23 school year, 90% of students will meet all math standards and/or score at the Meets or Masters level on STAAR.<br>**Staff Responsible for Monitoring:** Principal and Instructional Specialist | **Nov** | **Feb** | **May** |
| | 35% | 70% | 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 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:** Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Campus Safety: Continue the district's "Project Safety" curriculum focusing on bullying and drug prevention. | Formative | | |
| **Strategy's Expected Result/Impact:** Students will form positive relationships with one another and utilize appropriate communication skills to address problems or disagreements.<br>**Staff Responsible for Monitoring:** Behavior Interventionist, Counselors, Assistant Principals and Principal. | Nov | Feb | May |
| | 35% | 70% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Conduct Emergency Safety Drills:  Fire, Evacuate (non-fire), Lockdown, 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.<br>**Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 35% | 70% | 100% |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ❌ Discontinue |
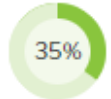
**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**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: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Student Attendance: Motivate students to attend school daily by creating an engaging and supportive learning environment. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 98%. | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Counselors, Behavior Interventionist, Assistant Principals, and Principal. | 35% | 70% | 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 3:** Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

  **Evaluation Data Sources:** Discipline reports

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Restorative Discipline: Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** Counselors, Behavior Interventionist, Assistant Principals and Principal. | 35% | 70% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** In School Suspensions: More natural consequences and limit time away from initial classroom instruction. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 50%. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist and Principal. | 35% | 70% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Out of School Suspensions: More natural consequences and limit DMC to non instructional times. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 25%. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist and Principal. | 35% | 70% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Special Opportunity School (SOS) Placements: The use of SOS will be used as a last resort and concentrating more on natural consequences, relationship building and community circles. | 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:** Assistant Principals, Behavior Interventionist, Counselors and Principal. | 35% | 70% | 100% |

| Strategy 5 Details | Formative Reviews |
|---|---|

| Strategy 5: Violence Prevention: More natural consequences and limit time away from initial classroom instruction. | Formative | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% <br> **Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
| | 35% | 70% | 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 15%.

    **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: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance. | | **Formative** | | |
| | | **Nov** | **Feb** | **May** |
|     **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 15%. <br>     **Staff Responsible for Monitoring:** Principal | | 35% | 70% | 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 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 | | |
|---|---|---|---|
| **Strategy 1:** High-Quality Professional Development:  District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principals and Principal. | 35% | 70% | 100% |
| 0% No Progress          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 35%.

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

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Parent and Family Engagement:  Provide opportunities to promote involvement that will in turn support education and safety. Will encourage families to participate in support of campus initiatives. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 35%.  **Staff Responsible for Monitoring:** Counselors, Behavior Interventionist, Assistant Principal and Principal. | 35% | 70% | 100% |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

# 2022-2023 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Principal | Kimberly Dameron | Principal |
| Classroom Teacher | Stacie Tovar | Teacher #1 |
| Classroom Teacher | Jaime Vercher | Teacher #2 |
| Classroom Teacher | Sandra Stone | Teacher #3 |
| Non-classroom Professional | Cynthia Hancock | Other School Leader #1 |
| Non-classroom Professional | Stephanie Cook | Other School Leader #2 |
| Non-classroom Professional | Jennifer Mireles | Other School Leader #3 |
| Non-classroom Professional | Jessica Zlatich | Other School Leader #4 |
| District-level Professional | Ashley Clayburn | Administrator (LEA) #1 |
| District-level Professional | Michelle Martin | Administrator (LEA) #2 |
| Parent | Melissa Ward | Parent #1 |
| Parent | Patricia Moreno | parent #2 |
| Community Representative | add name | Community Resident #1 |
| Community Representative | add name | Community Resident #2 |
| Business Representative | Sam Fowler | Business Representative #1 |
| Paraprofessional | Donna Gabiana | Paraprofessional #1 |

# Addendums

| 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 | Walker | All | 134 | 79 | 59% | 65% | 72% | 32 | 24% | 27% | 37% | 16 | 12% | 15% | 8% |
| Math | 3 | Walker | Hispanic | 71 | 46 | 65% | 67% | 73% | 23 | 32% | 35% | 38% | 10 | 14% | 16% | 6% |
| Math | 3 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Walker | Asian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Walker | African Am. | 39 | 14 | 36% | 40% | 69% | 2 | 5% | 7% | 33% | 0 | 0% | 5% | 12% |
| Math | 3 | Walker | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Walker | White | 16 | 14 | 88% | 90% | 80% | 5 | 31% | 35% | * | 4 | 25% | 27% | * |
| Math | 3 | Walker | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Walker | Eco. Dis. | 105 | 60 | 57% | 60% | 66% | 24 | 23% | 25% | 31% | 11 | 10% | 13% | 4% |
| Math | 3 | Walker | Emergent Bilingual | 27 | 10 | 37% | 40% | 70% | 4 | 15% | 17% | 30% | 2 | 7% | 10% | * |
| Math | 3 | Walker | At-Risk | 102 | 56 | 55% | 57% | 67% | 16 | 16% | 18% | 30% | 8 | 8% | 10% | 6% |
| Math | 3 | Walker | SPED | 13 | 4 | 31% | 34% | 46% | 0 | 0% | 4% | * | 0 | 0% | 4% | * |
| Math | 4 | Walker | All | 156 | 101 | 65% | 67% | 69% | 51 | 33% | 35% | 37% | 25 | 16% | 18% | 14% |
| Math | 4 | Walker | Hispanic | 71 | 52 | 73% | 75% | 75% | 27 | 38% | 40% | 46% | 15 | 21% | 23% | 21% |
| Math | 4 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Walker | Asian | 11 | 10 | 91% | 92% | * | 4 | 36% | 40% | * | 1 | 9% | 11% | * |
| Math | 4 | Walker | African Am. | 52 | 22 | 42% | 44% | 57% | 10 | 19% | 21% | 22% | 4 | 8% | 10% | * |
| Math | 4 | Walker | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Walker | White | 18 | 14 | 78% | 80% | 80% | 7 | 39% | 41% | 53% | 4 | 22% | 24% | * |
| Math | 4 | Walker | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Walker | Eco. Dis. | 120 | 73 | 61% | 64% | 65% | 37 | 31% | 34% | 34% | 16 | 13% | 15% | 12% |
| Math | 4 | Walker | Emergent Bilingual | 40 | 26 | 65% | 66% | 70% | 14 | 35% | 37% | 39% | 6 | 15% | 17% | 15% |
| Math | 4 | Walker | At-Risk | 117 | 73 | 62% | 64% | 63% | 33 | 28% | 30% | 33% | 17 | 15% | 17% | 9% |
| Math | 4 | Walker | SPED | 21 | 10 | 48% | 50% | * | 2 | 10% | 14% | * | 0 | 0% | 10% | * |
| Math | 5 | Walker | All | 122 | 101 | 83% | 85% | 81% | 50 | 41% | 43% | 46% | 24 | 20% | 22% | 16% |
| Math | 5 | Walker | Hispanic | 63 | 57 | 90% |  | 87% | 28 | 44% |  | 55% | 12 | 19% |  | 20% |
| Math | 5 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Walker | Asian | * | * | * | * | 100% | * | * | * | 63% | * | * | * | * |
| Math | 5 | Walker | African Am. | 34 | 22 | 65% |  | 65% | 10 | 29% |  | 27% | 3 | 9% |  | 12% |
| Math | 5 | Walker | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Walker | White | 15 | 14 | 93% | 95% | 93% | 7 | 47% | 50% | 50% | 5 | 33% | 35% | * |
| Math | 5 | Walker | Two or More | 6 | 5 | 83% | 85% | * | 3 | 50% | 53% | * | 3 | 50% | 53% | * |
| Math | 5 | Walker | Eco. Dis. | 104 | 90 | 87% | 90% | 79% | 44 | 42% | 44% | 42% | 18 | 17% | 20% | 13% |
| Math | 5 | Walker | Emergent Bilingual | 28 | 24 | 86% | 88% | 88% | 7 | 25% | 28% | 48% | 5 | 18% | 21% | * |
| Math | 5 | Walker | At-Risk | 93 | 78 | 84% | 86% | 77% | 34 | 37% | 40% | 39% | 13 | 14% | 17% | 12% |
| Math | 5 | Walker | SPED | 17 | 6 | 35% | 37% | 48% | 1 | 6% | 10% | * | 0 | 0% | 10% | * |
| Reading | 3 | Walker | All | 134 | 103 | 77% | 80% | 80% | 68 | 51% | 54% | 47% | 36 | 27% | 30% | 10% |
| Reading | 3 | Walker | Hispanic | 71 | 56 | 79% | 81% | 81% | 41 | 58% | 60% | 49% | 24 | 34% | 36% | 9% |
| Reading | 3 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Walker | Asian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Walker | African Am. | 39 | 26 | 67% | 70% | 79% | 10 | 26% | 28% | 48% | 4 | 10% | 20% | 10% |
| Reading | 3 | Walker | 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 | Walker | White | 16 | 16 | 100% | 100% | 80% | 14 | 88% | 90% | * | 7 | 44% | 47% | * |
| Reading | 3 | Walker | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Walker | Eco. Dis. | 105 | 79 | 75% | 78% | 78% | 50 | 48% | 50% | 42% | 26 | 25% | 27% | 11% |
| Reading | 3 | Walker | Emergent Bilingual | 27 | 15 | 56% | 58% | 74% | 8 | 30% | 33% | 40% | 2 | 7% | 10% | * |
| Reading | 3 | Walker | At-Risk | 102 | 78 | 76% | 80% | 72% | 47 | 46% | 50% | 41% | 23 | 23% | 25% | 6% |
| Reading | 3 | Walker | SPED | 13 | 7 | 54% | 57% | 46% | 3 | 23% | 25% | 21% | 0 | 0% | 10% | * |
| Reading | 4 | Walker | All | 156 | 120 | 77% | 80% | 77% | 83 | 53% | 55% | 39% | 46 | 29% | 33% | 7% |
| Reading | 4 | Walker | Hispanic | 71 | 58 | 82% | 84% | 81% | 43 | 61% | 63% | 55% | 23 | 32% | 34% | * |
| Reading | 4 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Walker | Asian | 11 | 9 | 82% | 85% | * | 6 | 55% | 57% | * | 2 | 18% | 20% | * |
| Reading | 4 | Walker | African Am. | 52 | 33 | 63% | 65% | 69% | 19 | 37% | 40% | 15% | 12 | 23% | 25% | * |
| Reading | 4 | Walker | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Walker | White | 18 | 16 | 89% | 90% | 93% | 12 | 67% | 70% | 40% | 8 | 44% | 46% | * |
| Reading | 4 | Walker | Two or More | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Walker | Eco. Dis. | 120 | 91 | 76% | 80% | 74% | 63 | 53% | 55% | 38% | 29 | 24% | 26% | 5% |
| Reading | 4 | Walker | Emergent Bilingual | 40 | 29 | 73% | 77% | 61% | 19 | 48% | 50% | 24% | 7 | 18% | 20% | * |
| Reading | 4 | Walker | At-Risk | 117 | 87 | 74% | 76% | 75% | 56 | 48% | 50% | 32% | 26 | 22% | 25% | * |
| Reading | 4 | Walker | SPED | 21 | 10 | 48% | 50% | 63% | 5 | 24% | 26% | * | 3 | 14% | 16% | * |
| Reading | 5 | Walker | All | 122 | 100 | 82% | 85% | 82% | 74 | 61% | 63% | 60% | 45 | 37% | 40% | 22% |
| Reading | 5 | Walker | Hispanic | 63 | 55 | 87% | 90% | 89% | 40 | 63% | 65% | 67% | 24 | 38% | 40% | 28% |
| Reading | 5 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Walker | Asian | * | * | * | * | 88% | * | * | * | 63% | * | * | * | * |
| Reading | 5 | Walker | African Am. | 34 | 21 | 62% | 64% | 69% | 16 | 47% | 50% | 43% | 10 | 29% | 31% | 14% |
| Reading | 5 | Walker | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Walker | White | 15 | 15 | 100% | 100% | 86% | 11 | 73% | 75% | 86% | 5 | 33% | 35% | * |
| Reading | 5 | Walker | Two or More | 6 | 5 | 83% | 85% | * | 4 | 67% | 70% | * | 4 | 67% | 70% | * |
| Reading | 5 | Walker | Eco. Dis. | 104 | 88 | 85% | 88% | 78% | 64 | 62% | 64% | 57% | 40 | 38% | 40% | 16% |
| Reading | 5 | Walker | Emergent Bilingual | 28 | 21 | 75% | 77% | 88% | 12 | 43% | 46% | 47% | 4 | 14% | 16% | * |
| Reading | 5 | Walker | At-Risk | 93 | 76 | 82% | 85% | 77% | 52 | 56% | 60% | 53% | 29 | 31% | 34% | 17% |
| Reading | 5 | Walker | SPED | 17 | 6 | 35% | 40% | 27% | 1 | 6% | 12% | * | 0 | 0% | 15% | * |
| Science | 5 | Walker | All | 122 | 88 | 72% | 75% | 65% | 55 | 45% | 47% | 30% | 17 | 14% | 17% | 14% |
| Science | 5 | Walker | Hispanic | 63 | 48 | 76% | 80% | 68% | 30 | 48% | 51% | 37% | 9 | 14% | 16% | 16% |
| Science | 5 | Walker | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Walker | Asian | * | * | * | * | 75% | * | * | * | * | * | * | * | * |
| Science | 5 | Walker | African Am. | 34 | 21 | 62% | 64% | 50% | 13 | 38% | 40% | 16% | 2 | 6% | 10% | * |
| Science | 5 | Walker | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Walker | White | 15 | 12 | 80% | 82% | 86% | 7 | 47% | 50% | 43% | 2 | 13% | 15% | * |
| Science | 5 | Walker | Two or More | 6 | 5 | 83% | 85% | * | 3 | 50% | 53% | * | 3 | 50% | 53% | * |
| Science | 5 | Walker | Eco. Dis. | 104 | 77 | 74% | 77% | 62% | 48 | 46% | 50% | 26% | 15 | 14% | 17% | 9% |
| Science | 5 | Walker | Emergent Bilingual | 28 | 16 | 57% | 60% | 66% | 9 | 32% | 35% | 25% | 5 | 18% | 20% | * |
| Science | 5 | Walker | At-Risk | 93 | 65 | 70% | 72% | 57% | 39 | 42% | 44% | 22% | 10 | 11% | 13% | 7% |
| Science | 5 | Walker | SPED | 17 | 5 | 29% | 31% | 38% | 2 | 12% | 15% | * | 1 | 6% | 10% | * |

# Early Childhood Literacy Board Outcome Goal

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

| | WALKER | 2021 (Target) | 2021 (Actual) | 2022 (Target) | 2022 (Actual) | 2023 (Target) | 2024 (Target) | 2025 (Target) |
|---|---|---|---|---|---|---|---|---|
| **Reading** | **All** | | | | | | | |
| | Target and Actual Rate | 42% | 35% | 44% | 54% | 46% | 49% | 52% |
| | Total Number Meets or Higher | | 44 | | 68 | | | |
| | Total Number Tested | | 127 | | 125 | | | |
| | Points away from or above target | | -7 | | +10 | | | |
| | Difference from Prior Year | | | | +19 | | | |
| | Growth from Prior Year | | | | 54% | | | |
| | **African American** | | | | | | | |
| | Target and Actual Rate | 28% | 24% | 30% | 29% | 32% | 35% | 38% |
| | Total Number Meets or Higher | | 9 | | 10 | | | |
| | Total Number Tested | | 37 | | 35 | | | |
| | Points away from or above target | | -4 | | -1 | | | |
| | Difference from Prior Year | | | | +5 | | | |
| | Growth from Prior Year | | | | 21% | | | |
| | **Hispanic** | | | | | | | |
| | Target and Actual Rate | 46% | 31% | 48% | 62% | 50% | 53% | 56% |
| | Total Number Meets or Higher | | 19 | | 41 | | | |
| | Total Number Tested | | 62 | | 66 | | | |
| | Points away from or above target | | -15 | | +14 | | | |
| | Difference from Prior Year | | | | +31 | | | |
| | Growth from Prior Year | | | | 100% | | | |
| | **Eco. Disadv.** | | | | | | | |
| | Target and Actual Rate | 38% | 26% | 40% | 52% | 42% | 45% | 48% |
| | Total Number Meets or Higher | | 26 | | 50 | | | |
| | Total Number Tested | | 99 | | 97 | | | |
| | Points away from or above target | | -12 | | +12 | | | |
| | Difference from Prior Year | | | | +26 | | | |
| | Growth from Prior Year | | | | 100% | | | |
| | **EL (Current & Monitored)** | | | | | | | |
| | Target and Actual Rate | 45% | 34% | 47% | 57% | 49% | 52% | 55% |
| | Total Number Meets or Higher | | 20 | | 28 | | | |
| | Total Number Tested | | 58 | | 49 | | | |
| | Points away from or above target | | -11 | | +10 | | | |
| | Difference from Prior Year | | | | +23 | | | |
| | Growth from Prior Year | | | | 68% | | | |
| | **Cont. Enrolled** | | | | | | | |
| | Target and Actual Rate | 46% | 37% | 48% | 52% | 50% | 53% | 56% |
| | Total Number Meets or Higher | | 35 | | 50 | | | |
| | Total Number Tested | | 94 | | 97 | | | |
| | Points away from or above target | | -9 | | +4 | | | |
| | Difference from Prior Year | | | | +15 | | | |
| | Growth from Prior Year | | | | 41% | | | |
| | **Non-Cont. Enrolled** | | | | | | | |
| | Target and Actual Rate | 28% | 27% | 30% | 64% | 32% | 35% | 38% |
| | Total Number Meets or Higher | | 9 | | 18 | | | |
| | Total Number Tested | | 33 | | 28 | | | |
| | Points away from or above target | | -1 | | +34 | | | |
| | Difference from Prior Year | | | | +37 | | | |
| | Growth from Prior Year | | | | 137% | | | |

# Early Childhood Math Board Outcome Goal

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

| | WALKER | 2021 (Target) | 2021 (Actual) | 2022 (Target) | 2022 (Actual) | 2023 (Target) | 2024 (Target) | 2025 (Target) |
|---|---|---|---|---|---|---|---|---|
| **Math** | **All** Target and Actual Rate | 35% | 15% | 37% | 26% | 39% | 42% | 45% |
| | Total Number Meets or Higher | | 19 | | 32 | | | |
| | Total Number Tested | | 127 | | 125 | | | |
| | Points away from or above target | | -20 | | -11 | | | |
| | Difference from Prior Year | | | | +11 | | | |
| | Growth from Prior Year | | | | 73% | | | |
| | **African American** Target and Actual Rate | 19% | 8% | 21% | 6% | 23% | 26% | 29% |
| | Total Number Meets or Higher | | 3 | | 2 | | | |
| | Total Number Tested | | 37 | | 35 | | | |
| | Points away from or above target | | -11 | | -15 | | | |
| | Difference from Prior Year | | | | -2 | | | |
| | Growth from Prior Year | | | | -25% | | | |
| | **Hispanic** Target and Actual Rate | 34% | 18% | 36% | 35% | 38% | 41% | 44% |
| | Total Number Meets or Higher | | 11 | | 23 | | | |
| | Total Number Tested | | 62 | | 66 | | | |
| | Points away from or above target | | -16 | | -1 | | | |
| | Difference from Prior Year | | | | +17 | | | |
| | Growth from Prior Year | | | | 94% | | | |
| | **Eco. Disadv.** Target and Actual Rate | 28% | 12% | 30% | 25% | 32% | 35% | 38% |
| | Total Number Meets or Higher | | 12 | | 24 | | | |
| | Total Number Tested | | 99 | | 97 | | | |
| | Points away from or above target | | -16 | | -5 | | | |
| | Difference from Prior Year | | | | +13 | | | |
| | Growth from Prior Year | | | | 108% | | | |
| | **EL (Current & Monitored)** Target and Actual Rate | 33% | 19% | 35% | 27% | 37% | 40% | 43% |
| | Total Number Meets or Higher | | 11 | | 13 | | | |
| | Total Number Tested | | 58 | | 49 | | | |
| | Points away from or above target | | -14 | | -8 | | | |
| | Difference from Prior Year | | | | +8 | | | |
| | Growth from Prior Year | | | | 42% | | | |
| | **Cont. Enrolled** Target and Actual Rate | 38% | 16% | 40% | 28% | 42% | 45% | 48% |
| | Total Number Meets or Higher | | 15 | | 27 | | | |
| | Total Number Tested | | 94 | | 97 | | | |
| | Points away from or above target | | -22 | | -12 | | | |
| | Difference from Prior Year | | | | +12 | | | |
| | Growth from Prior Year | | | | 75% | | | |
| | **Non-Cont. Enrolled** Target and Actual Rate | 21% | 12% | 23% | 18% | 25% | 28% | 31% |
| | Total Number Meets or Higher | | 4 | | 5 | | | |
| | Total Number Tested | | 33 | | 28 | | | |
| | Points away from or above target | | -9 | | -5 | | | |
| | Difference from Prior Year | | | | +6 | | | |
| | Growth from Prior Year | | | | 50% | | | |

# 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, $2^{nd}$-$3^{rd}$ = 60% of the time, $4^{th}$-$5^{th}$ = 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.