

# Cypress-Fairbanks Independent School District

## Duryea Elementary School

### 2021-2022 Campus Improvement Plan



# Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st century global learners.

## Vision

We SWIM together! Safety Wisdom Integrity Motivation

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

## Value Statement

Respect, Responsibility, and Ready to Learn

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment:** The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children 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 determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Our campus teams met in small groups to view and discuss the four CIP goals and the data that relates to these goals. After reviewing the information pertaining to these goals, we narrowed our focus to the groups of students who are most at risk academically on campus. Those groups of students are African American, Hispanic and Economic Disadvantaged.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: Based on data reviewed, our campus was able to look at the goals of our campus, and our major areas of needs to improve include academic areas in math, reading, writing, and science. We would like to focus on the most at risk student populations of African American, Hispanic, and Economically Disadvantaged students.

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 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders:** 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. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

**Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision:** 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.

**Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language:** 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, the front office, and in the Lancaster Community Clubhouse.

# Demographics

## Demographics Summary

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

The student population as of September 2021: 62% Hispanic, 0% American Indian, 3% Asian, 24% African American, 0% Pacific Islander, 8% White, and 3% Multi-Racial. Additionally, the campus serves 18% Bilingual, 8% English as Second Language, 10% Special Education, and 82% economically disadvantaged students.

**2020-2021 attendance rates include: 96.2% Hispanic, 96.1% African American, 96.4% White, and 96.1% economically disadvantaged.**

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

# Student Achievement

## Student Achievement Strengths

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

Approaches Grade Level: 60%

Meets Grade Level: 29%

Masters Grade Level: 11%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: African American students in all grades were lower than district standard. There was a decline in performance in the 4th grade White sub pop. **Root Cause:** Reading: Teachers did not use Rigby IMA materials with students on a consistent basis during Guided Reading /Word Study and Strategy Groups.

**Problem Statement 2:** Writing: African American and White sub pops scored below district standards by 5 or more percentage points. **Root Cause:** Writing: Teachers did not implement Patterns of Power (editing/revising) or writing strategy groups with fidelity.

**Problem Statement 3:** Math: African- American, Hispanic, and Eco Dis students are consistently performing below district standards. **Root Cause:** Math: Teachers are not differentiating to engage our students during first and small group instruction.

**Problem Statement 4:** Science: African-American students performed 5% below the district standard **Root Cause:** Science: Teachers need to continue to work with students on transferring 3D experiences to 2D application.

**Problem Statement 5:** Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 6:** 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

# School Culture and Climate

## School Culture and Climate Strengths

### PBIS

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

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

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

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

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

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

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

### COMMITTEE INVOLVEMENT

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

- Team Leaders
- Content Liaisons
- PBIS I & II
- CPOC
- Yearbook/Technology Committee
- Hospitality Committee
- Schoology Squad (NEW)

- Safety Committee- meets once per month to share and problem solve ways to improve safety on our campus

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

## ACKNOWLEDGEMENTS

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

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

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

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

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

## TEAM LEADERS

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

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

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

**Problem Statement 2:** School Culture and Climate: Our African American students are disproportionately involved in DMC disciplinary actions. **Root Cause:** School Culture and Climate: Our classroom management and teaching styles do not fit the learning style of all our students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

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

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

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

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

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

1st year teachers:

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

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

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

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

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

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

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

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

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

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

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

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

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

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

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

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

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: We will need to have creative ways to have parents engagement this year. **Root Cause:** Parent and Community Engagement: We need to continue to look for ways to engage parents.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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 2022, 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Instructors will utilize data to plan and implement activities, with a specific focus on targeted populations including AA, HIS, and ED. The teachers will consistently use Rigby IMA for guided reading and strategy groups with fidelity, and will differentiate instruction in small group settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Reading Interventionist, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Flocabulary - digital subscription for development of vocabulary - Title I - \$2,500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Teachers will focus on revision and editing instruction using Patterns of Power and writing strategy groups to guide and enhance overall writing skills of all students. Students will participate in the daily Brainbusters writing prompts which include all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Math:</b> Instructors will plan purposefully for at-risk populations, mainly African American and LEP. We will support this effort by incorporating differentiated small group instruction, provide hands-on opportunities, and blended learning activities. Teachers will work with consultant Garland Linkenhoger on the improvement of math strategies and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Instructors will work with consult Garland Linkenhoger, Guided Math Raegan Tunstall, and Teacher Toolkit sessions on Blended Learning to deepen their understanding of ways to reach their students in the math model.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Teachers</p> <p><b>Funding Sources:</b> MathLink - Garland Linkenhoger Training for teachers and Instructional Specialist - Title I - \$2,325</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Science:</b> To address learning gaps in Science, instructors will continue to provide hands-on experiences and to bridge them through the use of interactive word walls and real life experiences transferring their knowledge to test formatted questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time:</b> The campus will provide 30 minutes of targeted instruction each day that includes: Students will be provided opportunities to close the instructional achievement gap of our most at risk students during Fundamental Instructional (FIN) time. Students are also offered an opportunity to participate in an hour of Accelerated Instruction (AI) in the afterschool Dolphin Academy once or twice per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Reading Interventionist, Teachers</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6: Well-Rounded Education :</b> The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:  Dolphin Academy - reading/writing/math after school tutoring program offered  Math and ELAR Interventionists- providing intervention for struggling students  District Science, AMIP, and ARIP Interventionists- support provided by the district for our struggling students  Online Curriculum Programs- Amplify, MClass, All In Learning, ST Math, Prodigy, Achieve 3000, Education Galaxy, Go Math, Gizmos, Flocabulary, Xtra Math, GIM Kit, Blooket</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.5</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Deepen understanding of and address specific academic needs of the African American, Hispanic and Economically Disadvantaged Student Groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses:            Paper- Help to bridge the gap between hands on experiences and written expressions.            Lakeshore Materials- to provide Dolphin Academy students with necessary materials to support the closing the gap initiative.            PowerWalk Subscription- provides admin the ability to observe and support teachers by providing feedback regarding high-yield instructional practices.            Library Resources - updating library resources to provide engaging materials across the curriculum to all students.            Lead Your School (Sean Cain) - professional development opportunity for all teachers to improve campus-wide safety and instructional procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Lead Your School: PowerWalk subscription - Title I - \$2,500, CFISD Distribution Center -- Paper - Title I - \$3,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2: ESSER III:** Throughout the 2021-22 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grades 3-5 will have 3 rounds of after school tutoring throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending Grades 3-5 Dolphin Academy will show an increase in their independent reading levels by one year growth from the beginning of the year to STAAR. Students who attend the 3rd-5th grade after school Dolphin Academy will increase their math scores by at least 20% from the beginning of the year benchmark to STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialist, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core Content Area Interventionist: Grades 2-5 math</p> <p><b>Strategy's Expected Result/Impact:</b> At the end of the 2021-2022 school year, students who attend the pull out math intervention sessions will increase their math scores by at least 20% from the beginning of the year math benchmark to the STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Math Instructional Specialist, Assistant Principals, Interventionists, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the 2021-22 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide additional academic support for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the STAAR targets on the attached data tables</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Behavior Interventionist</p> <p><b>Funding Sources:</b> PBIS materials and supplies - Special Allotment: Compensatory Education - \$700, Books for Book Vending Machine - Special Allotment: Compensatory Education - \$2,000, Extra Duty and Intervention pay - Special Allotment: Compensatory Education - \$507</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Safety Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 97%.

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Students will maintain 97% attendance.  <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.  <b>Staff Responsible for Monitoring:</b> Principal ,Assistant Principal, Registrar, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Students will participate in restorative practices</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist</p> <p><b>Funding Sources:</b> PBIS Rewards -- Motivating Systems: online program that works to motivate students to do what is right; Teacher motivators, also. - Title I - \$2,157</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: We will continue to restorative practices, restorative counseling with the counselors, provide lunch/recess DMC as opposed to full day DMC as opposed to all day DMC.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Using PBIS strategies, including restorative practices, and the CFISD Initiative Keeping Kids in School, we will reduce out of school suspensions by 50%.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will use PBIS strategies including restorative practices and the CFISD Initiative Keeping Kids in School to reduce the number of discretionary placements of African American students in SOS. We will also increase relationship building and rigor and engagement in academic lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will be reduced by 25%.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 324 661 373">  No Progress         </div> <div data-bbox="756 324 976 373">  Accomplished         </div> <div data-bbox="1071 324 1333 373">  Continue/Modify         </div> <div data-bbox="1428 324 1627 373">  Discontinue         </div> </div>			

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

**Performance Objective 4: Coordinated Health Program:** By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

**Evaluation Data Sources:** Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</p> <p><b>Funding Sources:</b> HEB - Ziplock baggies and Individual schoolboxes for each student. - Title I - \$1,697</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 2%.

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

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

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 90% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Reading and Writing Training, Garland Linkenhoger Math Training, Tuesday Toolkits (various campus trainings), Schoology Training, Technology training, All In Learning, AMP, Performance Matters</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development provided will support our teachers in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> PBIS Rewards subscription and training- - Title I - \$2,157, Barnes and Noble - Title I - \$1,900</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 25%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Campus offers a number of parent and family engagement meetings for students and families including: Meet the Teacher, August 18, 2021 Open House, September 21, 2021 Watch DOG Kickoff October 5, 2021 Pastries with Parents, November 19, 2021 Family Reading Night, December 2022 Math and Science Night, March 2022 PreK Round Up - Blooming into PreK - April 2022 Step Up to Kinder Event - May 2022</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Title One Coordinator, and Teachers</p> <p><b>Funding Sources:</b> Payment to Paraprofessionals for extra duty - planning, preparing and distributing student materials including Chrome books - Title I - \$2,000, HEB -- Family Reading Night -- Virtual - Title I - \$1,900, HEB -- Family Science Night - Title I - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Front office of Duryea Elementary, Lancaster Community</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Title I Campus:</b></p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Meet the Teacher Night and Open House. Information for families not able to attend are posted in Schoology. Three sessions were offered during Open House to meet the needs of our parents and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 25% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers, Title One Coordinator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Duryea Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Duryea Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 positions	Testing Coordinator	1
2 positions	Core Content Area Interventionist	1
2 positions	Reaching Enrichment/SGRI Teacher	1
5 positions	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Paraprofessional	Behavior Intervention	1
Staff	Instructional Specialist	Math/Science	1
Staff	Teacher	Reading Intervention	.5
Staff	Interventionist	Behavior	1
Staff	Paraprofessional	Instructional Bilingual	1

# 2021-2022 Campus Site-Committee

Committee Role	Name	Position
Administrator	Tomicka Williams	Principal
Administrator	Christal Hammond	Assistant Principal
Classroom Teacher	Gregory Stephens	Teacher
Community Representative	Kathleen Tully	Community Member
Community Representative	Delores Johnson-Pouncy	Community Member
District-level Professional	Melanie Ceynar	District -level Professional
Non-classroom Professional	Karen Stull	4-5 Math / Science Instructional Specialist
Non-classroom Professional	Emily Burelsmith	2-3 Math/Science Instructional Specialist
Non-classroom Professional	Coye Spears	Title 1 Data and Testing Specialist
Non-classroom Professional	Jenneka Baham-Taylor	ELAR Instructional Specialist
Non-classroom Professional	Angelique Ramon-Valdez	Primary Instructional Specialist
Administrator	Regina Butler	Assistant Principal
Parent	Zachary York	Parent
Classroom Teacher	Jennifer Herrmann	PK Teacher
Classroom Teacher	Kristine Phillips	1st Grade Teacher
Classroom Teacher	Monica Hernandez	Kinder Teacher
Classroom Teacher	Dina Cantrell	3rd Grade Teacher
Classroom Teacher	Nicole West	4th Grade MS Teacher
Classroom Teacher	Katelyn Brouwer	5th ELAR Teacher
Classroom Teacher	Darcie Keller	Sped Classroom Teacher
Paraprofessional	Diamond Downing	Paraprofessional
Non-classroom Professional	Vannie Monroe	Math Interventionist
Classroom Teacher	Derien Johnson	PE Teacher
Business Representative	Carla Marsh	Equitable Finance Advisors Business Partner
Business Representative	Shavonne Meadows	Business Partner- Hungry Howies Pizza
Administrator	Elisa Guevara	Counselor
Administrator	Nijia Thomas	Counselor

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Flocabulary - digital subscription for development of vocabulary		\$2,500.00
1	1	3	MathLink - Garland Linkenhoger Training for teachers and Instructional Specialist		\$2,325.00
1	1	7	CFISD Distribution Center -- Paper		\$3,000.00
1	1	7	Lead Your School: PowerWalk subscription		\$2,500.00
2	3	1	PBIS Rewards -- Motivating Systems: online program that works to motivate students to do what is right; Teacher motivators, also.		\$2,157.00
2	4	1	HEB - Ziplock baggies and Individual schoolboxes for each student.		\$1,697.00
3	2	1	Barnes and Noble		\$1,900.00
3	2	1	PBIS Rewards subscription and training-		\$2,157.00
4	1	1	HEB -- Family Science Night		\$500.00
4	1	1	HEB -- Family Reading Night -- Virtual		\$1,900.00
4	1	1	Payment to Paraprofessionals for extra duty - planning, preparing and distributing student materials including Chrome books		\$2,000.00
<b>Sub-Total</b>					<b>\$22,636.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Books for Book Vending Machine		\$2,000.00
1	3	1	PBIS materials and supplies		\$700.00
<b>Sub-Total</b>					<b>\$2,700.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Extra Duty and Intervention pay		\$507.00
<b>Sub-Total</b>					<b>\$507.00</b>

# Addendums

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Duryea	All	117	50	43%	47%	4%	130	84	65%
Math	3	Duryea	Hispanic	75	32	43%	48%	5%	79	52	66%
Math	3	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Duryea	Asian	5	3	60%	70%	10%	*	*	*
Math	3	Duryea	African Am.	30	10	33%	38%	5%	33	18	55%
Math	3	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Duryea	White	5	4	80%	90%	10%	8	7	88%
Math	3	Duryea	Two or More	*	*	*	*	*	6	4	67%
Math	3	Duryea	Eco. Dis.	99	42	42%	47%	5%	102	66	65%
Math	3	Duryea	LEP Current	39	13	33%	38%	5%	41	19	46%
Math	3	Duryea	At-Risk	93	38	41%	46%	5%	92	53	58%
Math	3	Duryea	SPED	12	3	25%	30%	5%	15	4	27%
Math	4	Duryea	All	104	46	44%	48%	4%	133	75	56%
Math	4	Duryea	Hispanic	75	34	45%	49%	4%	74	43	58%
Math	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Duryea	Asian	*	*	*	*	*	5	5	100%
Math	4	Duryea	African Am.	18	6	33%	36%	3%	41	17	41%
Math	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Duryea	White	7	4	57%	62%	5%	10	9	90%
Math	4	Duryea	Two or More	*	*	*	*	*	*	*	*
Math	4	Duryea	Eco. Dis.	86	35	41%	46%	5%	110	59	54%
Math	4	Duryea	LEP Current	27	8	30%	35%	5%	37	16	43%
Math	4	Duryea	At-Risk	50	22	44%	49%	5%	101	52	51%
Math	4	Duryea	SPED	13	4	31%	36%	5%	16	2	13%
Math	5	Duryea	All	107	72	67%	72%	5%	123	101	82%
Math	5	Duryea	Hispanic	59	41	69%	74%	5%	81	65	80%
Math	5	Duryea	Am. Indian	5	4	80%	85%	5%	*	*	*
Math	5	Duryea	Asian	*	*	*	*	*	*	*	*
Math	5	Duryea	African Am.	29	17	59%	64%	5%	26	21	81%
Math	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Duryea	White	6	3	50%	55%	5%	10	9	90%
Math	5	Duryea	Two or More	5	4	80%	85%	5%	*	*	*
Math	5	Duryea	Eco. Dis.	88	58	66%	71%	5%	99	79	80%
Math	5	Duryea	LEP Current	22	10	45%	50%	5%	34	24	71%
Math	5	Duryea	At-Risk	75	46	61%	67%	6%	96	77	80%
Math	5	Duryea	SPED	9	4	44%	49%	5%	13	7	54%

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Duryea	All	117	61	52%	57%	5%	130	98	75%
Reading	3	Duryea	Hispanic	75	38	51%	54%	3%	79	59	75%
Reading	3	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Duryea	Asian	5	3	60%	65%	5%	*	*	*
Reading	3	Duryea	African Am.	30	14	47%	52%	5%	33	22	67%
Reading	3	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Duryea	White	5	4	80%	85%	5%	8	7	88%
Reading	3	Duryea	Two or More	*	*	*	*	*	6	6	100%
Reading	3	Duryea	Eco. Dis.	99	51	52%	55%	3%	102	75	74%
Reading	3	Duryea	LEP Current	39	10	26%	28%	2%	41	26	63%
Reading	3	Duryea	At-Risk	93	47	51%	56%	5%	92	62	67%
Reading	3	Duryea	SPED	12	3	25%	28%	3%	15	6	40%
Reading	4	Duryea	All	103	65	63%	68%	5%	132	98	74%
Reading	4	Duryea	Hispanic	74	49	66%	71%	5%	73	54	74%
Reading	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Duryea	Asian	*	*	*	*	*	5	5	100%
Reading	4	Duryea	African Am.	18	9	50%	53%	3%	41	27	66%
Reading	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Duryea	White	7	5	71%	74%	3%	10	9	90%
Reading	4	Duryea	Two or More	*	*	*	*	*	*	*	*
Reading	4	Duryea	Eco. Dis.	85	50	59%	64%	5%	109	79	72%
Reading	4	Duryea	LEP Current	27	13	48%	51%	3%	36	21	58%
Reading	4	Duryea	At-Risk	50	31	62%	66%	4%	100	70	70%
Reading	4	Duryea	SPED	13	3	23%	26%	3%	16	3	19%
Reading	5	Duryea	All	108	75	69%	74%	5%	123	102	83%
Reading	5	Duryea	Hispanic	60	44	73%	78%	5%	81	68	84%
Reading	5	Duryea	Am. Indian	5	3	60%	65%	5%	*	*	*
Reading	5	Duryea	Asian	*	*	*	*	*	*	*	*
Reading	5	Duryea	African Am.	29	16	55%	60%	5%	26	21	81%
Reading	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Duryea	White	6	5	83%	88%	5%	10	8	80%
Reading	5	Duryea	Two or More	5	4	80%	85%	5%	*	*	*
Reading	5	Duryea	Eco. Dis.	89	61	69%	74%	5%	99	79	80%
Reading	5	Duryea	LEP Current	23	15	65%	70%	5%	34	28	82%
Reading	5	Duryea	At-Risk	76	50	66%	71%	5%	96	78	81%
Reading	5	Duryea	SPED	9	3	33%	36%	3%	13	3	23%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Duryea	All	107	76	71%	76%	5%	123	91	74%
Science	5	Duryea	Hispanic	60	44	73%	78%	5%	81	61	75%
Science	5	Duryea	Am. Indian	5	5	100%	100%	0%	*	*	*
Science	5	Duryea	Asian	*	*	*	*	*	*	*	*
Science	5	Duryea	African Am.	29	15	52%	55%	3%	26	18	69%
Science	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Duryea	White	6	6	100%	100%	0%	10	7	70%
Science	5	Duryea	Two or More	*	*	*	*	*	*	*	*
Science	5	Duryea	Eco. Dis.	89	61	69%	74%	5%	99	72	73%
Science	5	Duryea	LEP Current	22	11	50%	55%	5%	34	22	65%
Science	5	Duryea	At-Risk	74	51	69%	74%	5%	96	69	72%
Science	5	Duryea	SPED	9	4	44%	49%	5%	13	4	31%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Duryea	All	104	20	19%	20%	1%	133	24	18%
Math	4	Duryea	Hispanic	75	11	15%	16%	1%	74	14	19%
Math	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Duryea	Asian	*	*	*	*	*	5	3	60%
Math	4	Duryea	African Am.	18	4	22%	23%	1%	41	2	5%
Math	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Duryea	White	7	3	43%	44%	1%	10	4	40%
Math	4	Duryea	Two or More	*	*	*	*	*	*	*	*
Math	4	Duryea	Eco. Dis.	86	13	15%	16%	1%	110	17	15%
Math	4	Duryea	LEP Current	27	2	7%	8%	1%	37	5	14%
Math	4	Duryea	At-Risk	50	6	12%	13%	1%	101	15	15%
Math	4	Duryea	SPED	13	1	8%	9%	1%	16	1	6%
Math	5	Duryea	All	107	41	38%	39%	1%	123	63	51%
Math	5	Duryea	Hispanic	59	23	39%	40%	1%	81	44	54%
Math	5	Duryea	Am. Indian	5	4	80%	81%	1%	*	*	*
Math	5	Duryea	Asian	*	*	*	*	*	*	*	*
Math	5	Duryea	African Am.	29	6	21%	22%	1%	26	7	27%
Math	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Duryea	White	6	2	33%	34%	1%	10	7	70%
Math	5	Duryea	Two or More	5	3	60%	61%	1%	*	*	*
Math	5	Duryea	Eco. Dis.	88	33	38%	39%	1%	99	50	51%
Math	5	Duryea	LEP Current	22	4	18%	19%	1%	34	13	38%
Math	5	Duryea	At-Risk	75	26	35%	36%	1%	96	44	46%
Math	5	Duryea	SPED	9	3	33%	34%	1%	13	1	8%
Reading	4	Duryea	All	103	27	26%	27%	1%	132	62	47%
Reading	4	Duryea	Hispanic	74	22	30%	31%	1%	73	34	47%
Reading	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Duryea	Asian	*	*	*	*	*	5	2	40%
Reading	4	Duryea	African Am.	18	2	11%	12%	1%	41	16	39%
Reading	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Duryea	White	7	2	29%	30%	1%	10	8	80%
Reading	4	Duryea	Two or More	*	*	*	*	*	*	*	*
Reading	4	Duryea	Eco. Dis.	85	17	20%	21%	1%	109	47	43%
Reading	4	Duryea	LEP Current	27	3	11%	12%	1%	36	9	25%
Reading	4	Duryea	At-Risk	50	12	24%	25%	1%	100	42	42%
Reading	4	Duryea	SPED	13	0	0%	1%	1%	16	2	13%

Cypress-Fairbanks Independent School District  
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**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Duryea	All	108	43	40%	41%	1%	123	68	55%
Reading	5	Duryea	Hispanic	60	26	43%	44%	1%	81	46	57%
Reading	5	Duryea	Am. Indian	5	2	40%	41%	1%	*	*	*
Reading	5	Duryea	Asian	*	*	*	*	*	*	*	*
Reading	5	Duryea	African Am.	29	6	21%	22%	1%	26	11	42%
Reading	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Duryea	White	6	3	50%	51%	1%	10	6	60%
Reading	5	Duryea	Two or More	5	3	60%	61%	1%	*	*	*
Reading	5	Duryea	Eco. Dis.	89	36	40%	41%	1%	99	54	55%
Reading	5	Duryea	LEP Current	23	3	13%	14%	1%	34	13	38%
Reading	5	Duryea	At-Risk	76	25	33%	34%	1%	96	48	50%
Reading	5	Duryea	SPED	9	1	11%	12%	1%	13	1	8%
Science	5	Duryea	All	107	39	36%	37%	1%	123	44	36%
Science	5	Duryea	Hispanic	60	24	40%	41%	1%	81	29	36%
Science	5	Duryea	Am. Indian	5	2	40%	41%	1%	*	*	*
Science	5	Duryea	Asian	*	*	*	*	*	*	*	*
Science	5	Duryea	African Am.	29	6	21%	22%	1%	26	7	27%
Science	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Duryea	White	6	3	50%	51%	1%	10	4	40%
Science	5	Duryea	Two or More	*	*	*	*	*	*	*	*
Science	5	Duryea	Eco. Dis.	89	33	37%	38%	1%	99	33	33%
Science	5	Duryea	LEP Current	22	2	9%	10%	1%	34	9	26%
Science	5	Duryea	At-Risk	74	21	28%	29%	1%	96	31	32%
Science	5	Duryea	SPED	9	3	33%	34%	1%	13	0	0%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Duryea	All	117	5	4%	5%	1%	130	14	11%
Math	3	Duryea	Hispanic	75	1	1%	2%	1%	79	6	8%
Math	3	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Duryea	Asian	5	1	20%	21%	1%	*	*	*
Math	3	Duryea	African Am.	30	2	7%	8%	1%	33	4	12%
Math	3	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Duryea	White	5	1	20%	21%	1%	8	3	38%
Math	3	Duryea	Two or More	*	*	*	*	*	6	1	17%
Math	3	Duryea	Eco. Dis.	99	5	5%	6%	1%	102	10	10%
Math	3	Duryea	LEP Current	39	0	0%	1%	1%	41	3	7%
Math	3	Duryea	At-Risk	93	3	3%	4%	1%	92	6	7%
Math	3	Duryea	SPED	12	2	17%	18%	1%	15	0	0%
Math	4	Duryea	All	104	9	9%	10%	1%	133	10	8%
Math	4	Duryea	Hispanic	75	5	7%	8%	1%	74	6	8%
Math	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Duryea	Asian	*	*	*	*	*	5	0	0%
Math	4	Duryea	African Am.	18	1	6%	7%	1%	41	1	2%
Math	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Duryea	White	7	3	43%	44%	1%	10	2	20%
Math	4	Duryea	Two or More	*	*	*	*	*	*	*	*
Math	4	Duryea	Eco. Dis.	86	4	5%	6%	1%	110	8	7%
Math	4	Duryea	LEP Current	27	1	4%	5%	1%	37	1	3%
Math	4	Duryea	At-Risk	50	3	6%	7%	1%	101	6	6%
Math	4	Duryea	SPED	13	1	8%	9%	1%	16	0	0%
Math	5	Duryea	All	107	16	15%	16%	1%	123	28	23%
Math	5	Duryea	Hispanic	59	12	20%	21%	1%	81	19	23%
Math	5	Duryea	Am. Indian	5	0	0%	1%	1%	*	*	*
Math	5	Duryea	Asian	*	*	*	*	*	*	*	*
Math	5	Duryea	African Am.	29	1	3%	4%	1%	26	3	12%
Math	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Duryea	White	6	1	17%	18%	1%	10	4	40%
Math	5	Duryea	Two or More	5	0	0%	1%	1%	*	*	*
Math	5	Duryea	Eco. Dis.	88	12	14%	15%	1%	99	21	21%
Math	5	Duryea	LEP Current	22	0	0%	1%	1%	34	5	15%
Math	5	Duryea	At-Risk	75	9	12%	13%	1%	96	18	19%
Math	5	Duryea	SPED	9	1	11%	12%	1%	13	0	0%

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**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Duryea	All	117	15	13%	14%	1%	130	36	28%
Reading	3	Duryea	Hispanic	75	9	12%	13%	1%	79	19	24%
Reading	3	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Duryea	Asian	5	1	20%	21%	1%	*	*	*
Reading	3	Duryea	African Am.	30	3	10%	11%	1%	33	9	27%
Reading	3	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Duryea	White	5	2	40%	41%	1%	8	5	63%
Reading	3	Duryea	Two or More	*	*	*	*	*	6	3	50%
Reading	3	Duryea	Eco. Dis.	99	13	13%	14%	1%	102	25	25%
Reading	3	Duryea	LEP Current	39	1	3%	4%	1%	41	6	15%
Reading	3	Duryea	At-Risk	93	11	12%	13%	1%	92	17	18%
Reading	3	Duryea	SPED	12	2	17%	18%	1%	15	1	7%
Reading	4	Duryea	All	103	5	5%	6%	1%	132	20	15%
Reading	4	Duryea	Hispanic	74	4	5%	6%	1%	73	10	14%
Reading	4	Duryea	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Duryea	Asian	*	*	*	*	*	5	0	0%
Reading	4	Duryea	African Am.	18	0	0%	1%	1%	41	4	10%
Reading	4	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Duryea	White	7	1	14%	15%	1%	10	4	40%
Reading	4	Duryea	Two or More	*	*	*	*	*	*	*	*
Reading	4	Duryea	Eco. Dis.	85	2	2%	3%	1%	109	12	11%
Reading	4	Duryea	LEP Current	27	1	4%	5%	1%	36	1	3%
Reading	4	Duryea	At-Risk	50	2	4%	5%	1%	100	11	11%
Reading	4	Duryea	SPED	13	0	0%	1%	1%	16	1	6%
Reading	5	Duryea	All	108	25	23%	24%	1%	123	44	36%
Reading	5	Duryea	Hispanic	60	15	25%	26%	1%	81	29	36%
Reading	5	Duryea	Am. Indian	5	0	0%	1%	1%	*	*	*
Reading	5	Duryea	Asian	*	*	*	*	*	*	*	*
Reading	5	Duryea	African Am.	29	3	10%	11%	1%	26	6	23%
Reading	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Duryea	White	6	2	33%	34%	1%	10	5	50%
Reading	5	Duryea	Two or More	5	2	40%	41%	1%	*	*	*
Reading	5	Duryea	Eco. Dis.	89	19	21%	22%	1%	99	32	32%
Reading	5	Duryea	LEP Current	23	0	0%	1%	1%	34	7	21%
Reading	5	Duryea	At-Risk	76	10	13%	14%	1%	96	28	29%
Reading	5	Duryea	SPED	9	1	11%	12%	1%	13	1	8%

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**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Duryea	All	107	11	10%	11%	1%	123	21	17%
Science	5	Duryea	Hispanic	60	4	7%	8%	1%	81	13	16%
Science	5	Duryea	Am. Indian	5	1	20%	21%	1%	*	*	*
Science	5	Duryea	Asian	*	*	*	*	*	*	*	*
Science	5	Duryea	African Am.	29	1	3%	4%	1%	26	3	12%
Science	5	Duryea	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Duryea	White	6	3	50%	51%	1%	10	3	30%
Science	5	Duryea	Two or More	*	*	*	*	*	*	*	*
Science	5	Duryea	Eco. Dis.	89	9	10%	11%	1%	99	15	15%
Science	5	Duryea	LEP Current	22	1	5%	6%	1%	34	2	6%
Science	5	Duryea	At-Risk	74	6	8%	9%	1%	96	12	13%
Science	5	Duryea	SPED	9	2	22%	23%	1%	13	0	0%

Duryea

**Early Childhood Literacy Board Outcome Goal**

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 35% to 45% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
35%	37%	39%	42%	45%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	19%	40%							35%		38%	36%	
2022	21%	42%	NA	NA	NA	NA	NA	NA	37%	NA	40%	38%	NA
2023	23%	44%	NA	NA	NA	NA	NA	NA	39%	NA	42%	40%	NA
2024	26%	47%	NA	NA	NA	NA	NA	NA	42%	NA	45%	43%	NA
2025	29%	50%	NA	NA	NA	NA	NA	NA	45%	NA	48%	46%	NA

**Early Childhood Math Board Outcome Goal**

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 43% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
33%	35%	37%	40%	43%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	22%	36%							28%		31%	35%	
2022	24%	38%	NA	NA	NA	NA	NA	NA	30%	NA	33%	37%	NA
2023	26%	40%	NA	NA	NA	NA	NA	NA	32%	NA	35%	39%	NA
2024	29%	43%	NA	NA	NA	NA	NA	NA	35%	NA	38%	42%	NA
2025	32%	46%	NA	NA	NA	NA	NA	NA	38%	NA	41%	45%	NA

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

### Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

### Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
    - Amplify Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

## Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

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

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

## Elementary Physical Education/Health (K-5)

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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