

Cypress-Fairbanks Independent School District

Emmott Elementary School

2022-2023

Mission Statement

The Emmott community commits to developing successful, life-long learners in a safe and supportive environment.

Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: The committee met on May 27, 2022 to review the data presented for the end of year analysis. The staff collaborated through data reflective of: Reading and Math 3rd, 4th, and 5th; Discipline Data, and end of year Employee Perception survey. During the session, staff members collaborated in groups to identify notices, problems, and root cause methods reflecting only end of year 21-22. At the beginning of the year, the committee met on September 13, 2022 to review data, discuss plan of instruction, and revise goals. The committee collaborated to review current data from STAAR 3-4-5 overview, CIP Target data goals and achievement, as well as the bar graphs reflective of Math, Reading, and Science. Teams worked in groups to identify root cause analysis of math areas below grade level standard. Decisions for instructional practices and learning environment were topics of discussion and brainstorming.

The comprehensive needs assessment was reviewed and/or revised on the following dates: The committee's first session was May 27, 2022 for end of year. The new committee met for beginning of year on September 13, 2022.

In summary, the comprehensive needs assessment denotes the following: ELAR teachers require a more rigorous accountability for instructional lessons, implementation of small groups through direct instruction, and continued professional learning. Math teachers require a more rigorous accountability for instructional accommodations, implementation of small groups with an emphasis on time management, and continued professional learning. For Science, there is a lack of rigor in developing classrooms that are vocabulary enriched for students across all grade levels. Science teachers need to implement more engagement opportunities with direct student interactions/models/observations.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 27, 2022 and September 13, 2022 to develop the CNA and the strategies. Those meetings were held in the Library and Art room starting at 4:00 p.m. 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: The committee met on May 27, 2022 to review the data presented for the end of year analysis. The staff collaborated through data reflective of: Reading and Math 3rd, 4th, and 5th; Discipline Data, and end of year Employee Perception survey. During the session, staff members collaborated in groups to identify notices, problems, and root cause methods reflecting only end of year 21-22. At the beginning of the year, the committee met on September 13, 2022 to review data, discuss plan of instruction, and revise

goals. The committee collaborated to review current data from STAAR 3-4-5 overview, CIP Target data goals and achievement, as well as the bar graphs reflective of Math, Reading, and Science. Teams worked in groups to identify root cause analysis of math areas below grade level standard. Decisions for instructional practices and learning environment were topics of discussion and brainstorming.

Based on feedback from the committee, the campus has the following priorities for the current school year: ELAR teachers require a more rigorous accountability for instructional lessons, implementation of small groups through direct instruction, and continued professional learning. Math teachers require a more rigorous accountability for instructional accommodations, implementation of small groups with an emphasis on time management, and continued professional learning. For Science, there is a lack of rigor in developing classrooms that are vocabulary enriched for students across all grade levels. Science teachers need to implement more engagement opportunities with direct student interactions/models/observations.

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 strengths were identified based on a review of the 2021-22 data.

For the 2022 State Accountability Rating, Emmott received the following for each Domain: Student Achievement 70/C, School Progress: Academic Growth 89/B, School Progress: Relative Performance 75/C, and Closing the Gaps 77/C.

Reading: 3rd grade had an increase of 8% ALL, 23% AA, 5% W, 24% SpEd, 5% H, 8% ED.

Reading: 4th grade had an increase of 12% All, 21% H, 13% AA, 5% W, 13% ED, 46% LEP, 28% SpEd.

Reading: 5th grade had an increase of 4% All, 1%H, 8% AA, 5% W.

In the area of Meets and Masters for Reading, there was an increase for Meets 3rd grade of 20% All, 22% H, 34% AA, 7% W, 21% ED, 10% LEP, 33% SpEd. 4th Grade of 24% All, 32% H, 16% AA, 24% W, 25% ED, 38% LEP, 11% SpEd. 5th Grade of 8% All, 8% AA, 14% W, 6% ED, 22% LEP. For Masters Reading, there was an increase for 3rd grade of 5% All, 6% H, 14% AA, 9% ED. 4th included 15% All, 4% H, 8% AA, 42% W, 12% ED, 15% LEP. 5th included 9% All, 7% H, 6% W, 6% ED, 18% LEP.

Math: 3rd grade had an increase of 16% All, 15% H, 25% AA, 18% W, 13% ED.

Math: 4th grade had an increase of 20% All, 36% H, 18% AA, 19% W, 21% ED, 39% LEP, 28% SpEd.

Math: 5th grade had an increase of 1% AA, 1% W.

In the area of Meets and Masters for Math, there was an increase for Meets 3rd grade of 13% All, 26% H, 21% AA, 16% ED, 22% SpEd. In Meets 4th grade there was 10% All, 23% H, 6% AA, 8% W, 9% ED, 23% LEP. For Masters Math, there was an increase for 3rd grade of 2% All, 12% H, 6% AA, 3% ED. 4th Grade 5% H, 3% AA, 6% W and 25% W and 5% LEP.

Science: 5th grade had an increase in Meets of 5% W and 16% SpEd. Meets increase of 1% All, 10% W, 6% LEP, 13% SpEd. Masters increase of 1% All, 24% W, and 3% ED.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students are struggling with reading comprehension and fluency. Our students are not meeting grade level or district expectations in these areas.

Root Cause: RLA: ELAR teachers require a more rigorous accountability for instructional lessons, implementation of small groups through direct instruction, and continued professional learning.

Problem Statement 2: Math: Students across all subgroups are struggling to meet grade-level and district standard expectations. **Root Cause:** Math: Math teachers require a more rigorous accountability for instructional accommodations, implementation of small groups with an emphasis on time management, and continued professional learning.

Problem Statement 3: Science: Student subgroups have significant drops in passing performance levels for all three categories. **Root Cause:** Science: There is a lack of rigor in developing classrooms that are vocabulary enriched for students across all grade levels. Science teachers need to implement more engagement opportunities with direct student interactions/models/observations.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of

modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

At Emmott Elementary, our vision is "The Emmott community commits to developing successful, life-long learners in a safe and supportive environment". Our theme this year is Let Your Learning GLOW with a continued focus on our school tradition of Eagle P.R.I.D.E. (Positivity*Respect*Integrity*Determination*Effort). Our staff is committed to

participating and maintaining active engagement as role models for our students. We have our PBIS initiatives, Sanford Harmony activities, and weekly plans for building a community of learners. Again this year we have included the implementation of Community Circles to help encourage community and social skills development in the classroom and incorporated time built into the start of our instructional day.

The PBIS team meets regularly to focus on analyzing data to support the interventions and initiatives for school-wide positive behavior. Our goal is to encourage staff members to understand the importance of building relationships with all students to meet their social and emotional needs. We believe that with a positive intervention, the student-teacher relationships can develop strong and meaningful outcomes for student's academic progress. Our goal is to provide support to our staff members for developing a positive work environment with high energy and a team focus for success. We have introduced the PBIS Reward System for campus accountability and more intentional tracking of rewarding students modeling the PRIDE expectations.

Our Counselor team has led the facilitation of our Character Education program of Bringing Out the Best in CFISD. Teachers and staff are provided the needed resources to effectively teach, review, and focus on topics that promote the positive character traits in all four students as life-long learners.

This year we have sent out an informational page to all parents informing them of schoolwide activities that may involve them as parents. The school events are also communicated during our monthly PTO meetings and various technology avenues of social media. Our staff has established individual methods of communication to link parents into their child (ren)'s learning inside the classroom. As we continue to increase the awareness of school home partnerships, the staff has committed to joining organizations and participating in community events.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1:

School Culture and Climate: Relationships for establishing community within the school have not been effective in promoting a positive environment school-wide. A more purposeful method of building community is a focus that needs to be established for students and staff. **Root Cause:** School Culture and Climate: Campus staff development learning sessions need to target more specific student groups reflective of data and staff feedback for immediate growth needs to be conducted consistently throughout the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention.

Data from the Spring 2022 Staff Survey, Summative Conferences, Campus Time Equivalency Session, and the Calendar Year Committee Report identifies the following strengths:

Staff members have an improved overall performance above 75% proficiency in all areas of our campus survey. Staff promoted students to achieve at higher levels of academics and assigned them leadership roles for campus recognition. Teacher leaders participated at every grade level and across school committees. Collaborative efforts were made to include staff that had leadership interest for various liaison opportunities and facilitators of learning.

Staff participated in professional learning communities that were set up on campus. Emmott teachers have facilitated leadership opportunities during PLC's to deliver content knowledge and shared ideas and strategies of learning. We will continue providing on campus support and content enrichment during and after school planning.

Staff participated in a collaborative environment for content area planning. Teams set norms and expectations as they relate to planning for all students. Emmott staff members indicated that they are given opportunities to provide input during decision-making situations through leadership/liaison committees. Staff numbers of attaining certification or new staff certifications continue to increase and align with the needs for ESL and GT service programs. Teacher technology use has evolved on campus as a set routine for staff information, student instruction, and methods to improve our campus accountability.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absence percentages have increased for both teachers and paraprofessionals. **Root Cause:** Teacher/Paraprofessional Attendance: Expectations and staff morale motivation efforts have been a struggle to maintain consistency and lack full staff support in improved daily attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

We have developed multiple events that connect the Emmott community with the school culture. Our efforts are strongly related to building parental engagement participation on campus and encourage our community to acquire information to help students at home. We have facilitated events to reach all of our stakeholders in the community. We continue to provide translated school information to parents and have found that recent events have brought in more parental participation.

Emmott Elementary works to provide a school climate that welcomes our community at every level. The school events are inclusive of all programs on campus and populations are well represented. Our staff make up contributes to the overall effectiveness of our school-home partnerships. We have provided our community with the following avenues to stay connected to the events in school: PTO Facebook, Twitter, School Messenger alerts, Remind 101 (teacher based), Google HUB for staff, monthly newsletters, and more.

Based on the Title I Survey and Parent Night Participation Events, the following has been identified: Parents state they can approach the school and address staff members for the well-being of their child; Parents understand that the school information is provided to them to help their efforts at home; Some responses indicate that teachers need additional training for helping students achieve in the class areas; Parents do attend our Title I parent nights when they are scheduled, however they do not associate the night and the information as relative to Title I. Our Title I survey participation was very low this year and efforts to improve participation will be considered moving into this coming year with the return of students.

Emmott Elementary wants to provide the necessary tools for parents to help support school efforts and grow students academically and behaviorally. Emmott Elementary also wants to encourage our community to volunteer in the school and/or participate in various activities that can help benefit the student. We will host a parent curriculum night each semester to introduce new topics that will be presented during classroom lessons and allow parents to ask questions about how to support from home.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We have not effectively communicated to parents the importance of their role and participation in our academic versus showcase events nights. **Root Cause:** Parent and Community Engagement: School notifications sent out to the home via email, social media, and paper form are not explanatory enough to inform parents and guide them.


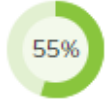

Goals




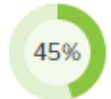





Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.







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

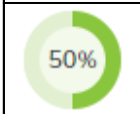
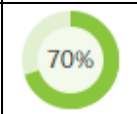
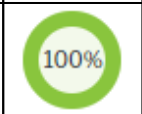
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will pre-plan and actively participate in curriculum planning sessions with a focus on providing more rigorous activities and sharing plans for implementation. The teachers will attend ELAR Academy training to acquire new learning for application of grade levels skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>As a result of instructional planning:</p> <ol style="list-style-type: none"> 1. Teachers will develop more rigorous activities that promote higher student learning /engagement. 2. Students will receive literacy lessons during guided reading that are specific to their individual needs. 3. Campus reading levels and enrichment interventions will show progress over a period of time throughout the year. 4. Teachers will develop lessons that include more purposeful reading opportunities for students. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			


Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will actively participate in curriculum planning sessions with a focus on providing more rigorous activities, pre-plan for small group instruction, and model plans for implementation using a variety of resources. The teachers will participate in professional development for introduction of grade level skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>As a result of collaborative learning sessions:</p> <ol style="list-style-type: none"> 1. Teachers will actively refer to the supportive strategies used for all students in all levels of development during lesson planning. 2. Teachers will meet vertically to discuss classroom applications that can be incorporated at each grade level. 3. Small group instruction formats will be set up as a resource for students in the classroom to receive direct instruction. 4. Students will have the opportunity to interact with concrete objects and visual representation while in small group. 5. Teachers will pre-plan activities that address rigorous enrichment for skill development. <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will implement hands-on experiences, display content specific interactive word walls, and develop enriched vocabulary activities that provide students with more relevant connections during the instructional lesson.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>As a result of team planning sessions:</p> <ol style="list-style-type: none"> 1. Interactive word walls will be used effectively. 2. Planning sessions will introduce key concept vocabulary and activities to introduce concrete examples for students. 3. Teachers will facilitate conversations around best practices for building academic vocabulary to meet the needs of all learners. 4. Teachers will pre-plan activities to share during planning sessions that focus on more rigorous opportunities for student engagement. 5. Science materials and literary resources will be used consistently in the classroom. 6. Hands-on exploration and student interactive activities will be routine in the classroom. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Science Liaison</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>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:</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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: Small Group Reading Intervention, Reading Enrichment, New Student Transition Enrichment, Campus Tutorials, Achievement Camps, and Girls On The Run group.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk and All student groups with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Emmott will implement the following measures.</p> <p>Salaries: A 2nd grade teacher will support the enrollment of students and provide a class size ratio of 22:1 for instructional learning. A .5 enrichment teacher will support primary grade levels with small group reading intervention. A Testing Coordinator will help support the assessment structures and systems in place to monitor, conduct, and analyze school-wide testing.</p> <p>Workroom: An updated installation repair for our Brooks Duplicator and replacement materials will be ordered. This service provides instructional resources for classroom and campus visuals. Instructional materials will be ordered to provide materials for classroom use and lesson implementation in all contents.</p> <p>PBIS: The PBIS Reward electronic program will be implemented at every grade level to ensure the active participation of positive behavior supports and resources directly for students. The program also offers accountability for staff monitoring and overall PBIS effectiveness. The program data will be analyzed by the PBIS committee and presented during staff meetings.</p> <p>Book vending machine: Enhance engagement with reading by offering students an abundance of literacy readers that provides novelty and student choice. An inventory will be consistent for selected readers at each grade level and adhere to policy.</p> <p>Temporary Workers: Temporary Workers will work with student groups who are performing at specific standards that have not met grade level performance and/or groups that need acceleration for meeting and exceeding instructional targets at Meets and Masters.</p> <p>Extra Duty Pay: Teachers will participate in school-wide initiatives of campus tutorials, enrichment camps, and unit planning for instructional purposes.</p> <p>Staff Development Supplies: Materials will be ordered to facilitate on campus professional learning and small group collaboration with staff. The learning sessions will incorporate make and take activities, lesson planning, and resources that can be readily utilized in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
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 No Progress

 Accomplished

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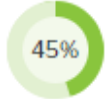








 Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Saturday Camp - Emmott will offer enrichment Saturday Camps throughout the year for students in grades 3-4-5 for the Spring Semester. Emmott will host 4 Saturday Camps as follows: teacher hours (5) and student hours (4) with 4 teachers per grade level (3rd, 4th, 5th) at each Saturday Camp. The Saturday Camps will be held during the Spring of 2023 and adjustments to the total number will indicated after data from middle of year.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, students who participate in campus tutorials will increase performance by 60% based on grade level beginning and end of the year standard assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core content area interventionist (math and reading)</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, 90% of students in ALL 3rd, 4th, and 5th will meet or exceed the STAAR performance standard.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All students and staff will practice crisis drills and monthly fire drills. They will refer to and implement our Emergency Operating Plan including the Standard Response Protocol on how to handle emergencies on campus during crisis situations.</p> <p>Strategy's Expected Result/Impact: 1. The campus will maintain compliance with required safety drills each semester. 2. Staff, students, and community will be informed of procedures in place for crisis situations. 3. Administrative staff will be able to review, refine, and adjust plans of emergency as needed for student safety.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Emergency Operations Representative, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective





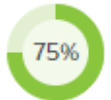

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students will earn a recognition award at the end of the grading period for each nine weeks for perfect attendance. Students receiving high numbers of absences/tardies within each nine week period, will result in parent notification for improved accountability.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed Student attendance will increase by 2%.</p> <p>As a result:</p> <p>1. Student attendance will reach 97% participation at the end of the year.</p> <p>Staff Responsible for Monitoring: Registrar, Teachers, Administration, Administrative Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			




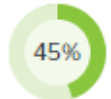









Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The PBIS committee will continue the level 1 model for campus interventions. The team will meet monthly to review disciplinary data, create goals for improvement, develop new lessons/activities for school-wide incentives, and review current campus matrix for support.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decreased by 10%.</p> <p>As a result:</p> <ol style="list-style-type: none"> 1. Campus-wide initiatives will be implemented for a positive learning environment. 2. Staff will focus on positive coupling statements for reinforced actions of behavior. 3. School morale will increase with classrooms that display active learning and engagement. 4. Tip-Line tracking will be a minimal numbers of entries. 5. Increase student awareness and decrease discipline referrals in all areas. 6. The use of PBIS Rewards program will help to support positive supports for students. <p>Staff Responsible for Monitoring: PBIS Committee Members, Principal, Assistant Principals, Bringing Out the Best Contact, Counselors, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions Code of Conduct talks held within first 3 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Sanford Harmony lessons and social skill development. Community Circles will be a part of the instructional morning schedule with activities to teach and connect.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for all students will be reduced by 2%</p> <p>Staff Responsible for Monitoring: PBIS Committee Members, Principal, Assistant Principals, Bringing Out the Best Contact, Counselors, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Code of Conduct talks held within first 2 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. Campus homerooms will implement and present daily/weekly activities through Sanford Harmony lessons and social skill development.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 3%.</p> <p>Staff Responsible for Monitoring: PBIS Committee Members, Principal, Assistant Principals, Project Safety Contact, Counselor, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Code of Conduct talks held within first 3 weeks of school and in spring semester. Administrative support plans will be in place for students as needed to support behavioral strategies. Administrative team will review behavioral referrals per nine weeks and determine action response for improving student/grade level areas. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Sanford Harmony lessons and social skill development. Community Circles will be part of the instructional morning schedule.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue at less than 2%.</p> <p>Staff Responsible for Monitoring: PBIS Committee Members, Principal, Assistant Principals, Project Safety Contact, Counselor, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Code of Conduct talks held within first 2 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Sanford Harmony lessons and social skill development. Community Circles will be part of the instructional morning schedule.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Bringing Out the Best Contact, Counselors, Behavior Interventionists, PBIS Committee Members, Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Teachers/Paraprofessionals will be recognized for nine week attendance and participate in school-wide activities that promote daily campus attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff attendance will be kept at a minimum per month based on Aesop reports for campus and groups. Classroom instructional performance will increase for content areas. School morale will increase for the campus.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will participate in district and campus professional learning opportunities which focus on specific teaching practices that maximize instructional methods for the 2022-23 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, District Coaches</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 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 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Emmott will host a minimum of 2 parent events to promote the school-home partnership. These events will be held throughout the year for fall and spring semesters. The topics will enhance all content areas/family unity, and require staff participation.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>As a result:</p> <ol style="list-style-type: none"> 1. There will be an increase of parental involvement during school events. 2. Students will extend and enrich learning beyond the normal school day. 3. Community relationships will develop with campus and business partners. 4. There will be opportunities for parents to participate throughout the year for multiple campus academic and engagement events. <p>Staff Responsible for Monitoring: Administration, Teachers, PTO Board Members</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>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Jessica Hernandez	Principal
Classroom Teacher	Claudia Aguayo-Celis	Teacher #1
Classroom Teacher	Chelsea Foster	Teacher #2
Classroom Teacher	Shaunna Robey	Teacher #3
Classroom Teacher	Allyson Jones	Teacher #4
Classroom Teacher	Alexia Gedward	Teacher #5
Classroom Teacher	Kailen Brown	Teacher #6
Classroom Teacher	Melissa Robinson	Teacher #7
Classroom Teacher	Nicole Drake	Teacher #8
Non-classroom Professional	Yolanda Charles	Other School Leader #1
Non-classroom Professional	Rosha Austin	Other School Leader #2
Non-classroom Professional	Leah Saintes-Martinez	Other School Leader #3
Non-classroom Professional	Sabrina Schenk	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Latisha Bard	Administrator (LEA) #2
Parent	Jamie Drew	Parent #1
Parent	add name	parent #2
Community Representative	Mallory Robinson	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Alex Soler	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Debra Schacherer	Paraprofessional #1
Paraprofessional	Regina Castillo	Paraprofessional #2

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Emmott	White	19	14	74%	80%	80%	12	63%	65%	60%	5	26%	28%	33%
Reading	3	Emmott	Two or More	6	4	67%	70%	100%	3	50%	55%	*	1	17%	20%	*
Reading	3	Emmott	Eco. Dis.	76	55	72%	75%	75%	39	51%	55%	33%	15	20%	22%	*
Reading	3	Emmott	Emergent Bilingual	12	7	58%	60%	83%	6	50%	52%	*	1	8%	10%	*
Reading	3	Emmott	At-Risk	57	37	65%	70%	67%	22	39%	42%	30%	6	11%	13%	*
Reading	3	Emmott	SPED	9	6	67%	70%	50%	3	33%	35%	*	0	0%	2%	*
Reading	4	Emmott	All	111	81	73%	75%	66%	54	49%	51%	29%	28	25%	27%	8%
Reading	4	Emmott	Hispanic	43	34	79%	82%	68%	23	53%	55%	28%	8	19%	20%	*
Reading	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emmott	Asian	10	10	100%	100%	*	8	80%	85%	*	6	60%	62%	*
Reading	4	Emmott	African Am.	35	21	60%	65%	64%	10	29%	31%	28%	4	11%	13%	*
Reading	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emmott	White	15	11	73%	80%	79%	9	60%	64%	*	8	53%	55%	*
Reading	4	Emmott	Two or More	6	3	50%	55%	*	3	50%	53%	*	2	33%	35%	*
Reading	4	Emmott	Eco. Dis.	87	63	72%	75%	66%	41	47%	50%	30%	19	22%	24%	10%
Reading	4	Emmott	Emergent Bilingual	13	10	77%	80%	43%	6	46%	49%	*	2	15%	17%	*
Reading	4	Emmott	At-Risk	76	56	74%	78%	56%	31	41%	43%	15%	11	14%	15%	*
Reading	4	Emmott	SPED	18	9	50%	54%	31%	4	22%	24%	*	0	0%	2%	*
Reading	5	Emmott	All	130	92	71%	75%	75%	59	45%	48%	42%	32	25%	27%	17%
Reading	5	Emmott	Hispanic	43	33	77%	80%	77%	19	44%	47%	49%	8	19%	21%	15%
Reading	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emmott	Asian	5	5	100%	100%	100%	4	80%	85%	80%	3	60%	62%	50%
Reading	5	Emmott	African Am.	45	26	58%	65%	67%	15	33%	37%	24%	5	11%	13%	*
Reading	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emmott	White	25	20	80%	85%	86%	16	64%	67%	50%	11	44%	46%	36%
Reading	5	Emmott	Two or More	9	6	67%	75%	*	5	56%	60%	*	5	56%	58%	*
Reading	5	Emmott	Eco. Dis.	118	81	69%	75%	72%	52	44%	47%	39%	27	23%	25%	16%
Reading	5	Emmott	Emergent Bilingual	17	9	53%	58%	73%	6	35%	38%	47%	3	18%	20%	*
Reading	5	Emmott	At-Risk	91	62	68%	72%	64%	35	38%	40%	30%	14	15%	17%	10%
Reading	5	Emmott	SPED	14	5	36%	40%	41%	1	7%	9%	*	0	0%	2%	*
Science	5	Emmott	All	130	73	56%	65%	60%	36	28%	30%	31%	13	10%	12%	12%
Science	5	Emmott	Hispanic	43	25	58%	65%	69%	11	26%	30%	36%	4	9%	10%	*
Science	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emmott	Asian	5	5	100%	100%	100%	3	60%	62%	70%	0	0%	5%	60%
Science	5	Emmott	African Am.	45	16	36%	40%	44%	7	16%	20%	*	2	4%	5%	*
Science	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emmott	White	25	20	80%	83%	54%	12	48%	50%	*	6	24%	25%	*
Science	5	Emmott	Two or More	9	6	67%	70%	*	3	33%	35%	*	1	11%	13%	*
Science	5	Emmott	Eco. Dis.	118	67	57%	60%	57%	32	27%	30%	26%	12	10%	12%	11%
Science	5	Emmott	Emergent Bilingual	17	7	41%	45%	73%	2	12%	15%	*	0	0%	2%	*
Science	5	Emmott	At-Risk	91	47	52%	57%	52%	17	19%	20%	17%	3	3%	5%	8%
Science	5	Emmott	SPED	14	4	29%	34%	24%	0	0%	5%	*	0	0%	2%	*

Early Childhood Literacy Board Outcome Goal

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

		EMMOTT	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	31%	32%	33%	51%	35%	38%	41%
		Total Number Meets or Higher		28		42			
		Total Number Tested		87		82			
		Points away from or above target		+1		+18			
		Difference from Prior Year				+19			
		Growth from Prior Year				59%			
	African American	Target and Actual Rate	20%	8%	22%	45%	24%	27%	30%
		Total Number Meets or Higher		2		15			
		Total Number Tested		24		33			
		Points away from or above target		-12		+23			
		Difference from Prior Year				+37			
		Growth from Prior Year				463%			
	Eco. Disadv.	Target and Actual Rate	29%	30%	31%	51%	33%	36%	39%
		Total Number Meets or Higher		17		35			
		Total Number Tested		57		69			
		Points away from or above target		+1		+20			
		Difference from Prior Year				+21			
		Growth from Prior Year				70%			
	Cont. Enrolled	Target and Actual Rate	32%	35%	34%	51%	36%	39%	42%
		Total Number Meets or Higher		26		32			
Total Number Tested			75		63				
Points away from or above target			+3		+17				
Difference from Prior Year					+16				
Growth from Prior Year					46%				

Early Childhood Math Board Outcome Goal

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

		EMMOTT	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	26%	21%	28%	34%	30%	33%	36%
		Total Number Meets or Higher		18		28			
		Total Number Tested		87		82			
		Points away from or above target		-5		+6			
		Difference from Prior Year				+13			
		Growth from Prior Year				62%			
	African American	Target and Actual Rate	12%	8%	14%	33%	16%	19%	22%
		Total Number Meets or Higher		2		11			
		Total Number Tested		24		33			
		Points away from or above target		-4		+19			
		Difference from Prior Year				+25			
		Growth from Prior Year				313%			
	Eco. Disadv.	Target and Actual Rate	24%	16%	26%	35%	28%	31%	34%
		Total Number Meets or Higher		9		24			
		Total Number Tested		57		69			
		Points away from or above target		-8		+9			
		Difference from Prior Year				+19			
		Growth from Prior Year				119%			
	Cont. Enrolled	Target and Actual Rate	27%	23%	29%	37%	31%	34%	37%
		Total Number Meets or Higher		17		23			
Total Number Tested			75		63				
Points away from or above target			-4		+8				
Difference from Prior Year					+14				
Growth from Prior Year					61%				

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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