

Cypress-Fairbanks Independent School District
Emmott Elementary School
2021-2022 Campus Improvement Plan

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.

Emmott Eagles

We Can't Hide

Our Eagle P.R.I.D.E.

Positivity*Respect*Integrity*Determination*Effort

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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: The campus CPOC committee met to review the available data from state and local assessments.

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: Our Economically Disadvantaged students are struggling with reading strategies and are not meeting grade level or district expectations. Our student subgroups are not making incremental growth and have low performance for the grade level standard for writing. Math students across all sub-groups are struggling to meet grade-level and district standard expectations. In reviewing the areas listed above, there is a need to deepen understanding and address specific academic needs of Reading (White, Asian) and Math (African American, Hispanic, White, Asian, Economically Disadvantaged, and English Learner student groups).

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 business CPOC representative Equitable location.

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area(s): Asian (Academic Achievement Reading, Academic Achievement Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-21 data.

For the 2021 State Accountability Rating, Emmott received Met Standard in all areas Index 1-4.

Reading: 3rd grade had an increase of 6% ALL, 4% AA, 25% W, 28% LEP, 23% SpEd.

Reading: 5th grade had an increase of 2% LEP, 10% SpEd.

In the area of Meets and Masters for Reading, there was an increase for Meets 3rd grade of 28% W, 2% ED, 21% LEP. In Meets 4th grade there was 8% LEP and 5th grade had 5% LEP. For Masters Reading, there was an increase for 3rd grade of 9% W and 10% LEP.

Math: 3rd grade had an increase of 3% LEP, 47% SpEd.

Math: 4th grade had an increase of 11% LEP.

Math: 5th grade had an increase of 2%LEP.

In the area of Meets and Masters for Math, there was an increase for Meets 3rd grade of 33% W. In Meets 4th grade there was 23% LEP, 2% SpEd and 5th grade had 25% LEP and 10% SpEd. For Masters Math, there was an increase for 3rd grade of 25% W and 5% LEP. In 4th the increase was 3% ED and 23% LEP. In 5th the increase was 13% LEP and 10% SpEd.

Writing: 4th grade had an increase of 26% LEP and improvement of Meets 8% LEP.

Science: 5th grade had an increase in Meets of 6% LEP and Masters of 2% SpEd.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our Economically Disadvantaged students are struggling with reading strategies and are not meeting grade level or district expectations. **Root Cause:** Reading: Reading: ELAR teachers are not ensuring that students internalize the process of reading because of pacing.

Problem Statement 2: Writing: Our student subgroups are not making incremental growth and have low performance for the grade level standard. **Root Cause:** Writing: Accountability for emphasis on critical writing across content areas and grade levels is not consistent.

Problem Statement 3: Math: Students across all subgroups are struggling to meet grade-level and district standard expectations. **Root Cause:** Math: Classroom instruction lacks the academic and non-academic vocabulary necessary for students to make connections in the Math classroom.

Problem Statement 4: 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.

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 disadvantaged/at-risk students.

Problem Statement 7: Additional Targeted Support Reading (data based on 2018-19 identification): The Asian student group in reading when analyzed for campus interventions was overlooked based on current passing standards instead of growth standards from year to year. **Root Cause:** Additional Targeted Support Reading: The teachers are teaching to close the achievement gaps between student groups and not adding rigor or differentiating to grow all student groups.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): The Asian student group in math when analyzed for campus interventions was overlooked based on current passing standards instead of growth standards from year to year. **Root Cause:** Additional Targeted Support Math: The teachers are teaching to close the achievement gaps between student groups and not adding rigor or differentiating to grow all student groups.

School Culture and Climate

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 Sanford Harmony program lesson series to help encourage community and social skills development in the classroom and incorporated time built into the last part 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.

It is our goal to create an environment where students flourish in academics and behavior, while staff members excel in their mastery of content with the best instructional practices. Our campus teams meet monthly to discuss current data and establish goals for campus performance and culture. Staff members are an active part of building community in the classroom and there are several opportunities on campus to serve in leadership roles. Once again this year, the Emmott staff will continue to extend our efforts to improve our community relationships.

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 and invested mindsets toward a more restorative classroom practice have not been effective in order to create a shift that promotes a more positive environment for building relationships with staff and students. **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 2021 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 80% 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.

Staff participated in professional learning communities that were set up on campus. There is discussion about campus goals and building teachers in their content. 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 hours.

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: Attendance percentages have increased (high absence rates) 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 clarity for 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, bi-weekly 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. We no longer send out the Reading Connection Newsletter, but it is accessible via website. Our Title I survey participation was very low this year, potentially due to interruption of the instructional methods, 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 nine weeks 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.

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 Reading and math goals for PreK-3
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Student surveys and/or other feedback
- 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
- Other additional data

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: 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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will plan activities that directly correlate with critical writing opportunities for composition development and grammatical practice.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>As a result of critical writing lessons:</p> <ol style="list-style-type: none"> 1. Teachers will use planning to share purposeful and targeted activities for students. 2. Student writing will show improved accountability for the use of proper grammatical structure and conventions for revisions and editing. 3. An organized system of application skills will be used vertically across the campus. 4. Students will have the opportunity to celebrate writing at the end of units of study. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers will participate in a campus-wide quick write session across all grade levels throughout the year to enrich, model, and scaffold the writing format for students. Teachers will review the quick write samples and adjust instructional format for writing across all contents.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>As a result of critical writing lessons:</p> <ol style="list-style-type: none"> 1. Increased levels of student active engagement in writing across all content areas will be visible. 2. Teachers will use planning to share purposeful and targeted activities for students. 3. Student writing will show improved accountability for the use of proper grammatical structure and conventions for revisions and editing. 4. An organized system of application skills will be used vertically across the campus. 5. Students will have the opportunity to celebrate writing at the end of units of study. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will incorporate key content vocabulary during classroom instruction through the use of visuals, technology applications, interactive journals, vocabulary word walls, discourse opportunities, and extended writing focused topics of reflection.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>As a result of enriched vocabulary learning sessions:</p> <ol style="list-style-type: none"> 1. Teachers will actively refer to the supportive strategies used for EL students in all levels of development during lesson planning. 2. Teachers will meet vertically to discuss creative/visual applications that can be incorporated at each grade level. 3. Vocabulary walls will be set up as a resource for students in the classroom. 4. Students will have the opportunity to interact with concrete objects and visual representation. 5. Teachers will pre-plan activities that address rigorous enrichment for vocabulary development. <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 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 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : The campus will provide 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, and New Student Transition Enrichment, Campus Tutorials.</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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the Children to Meet State Standards: Reading (White, Asian) and Math (African American, Hispanic, White, Asian, Economically Disadvantaged, and English Learner) student groups in an effort to provide opportunities for all children and student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Emmott will implement the following measures.</p> <p>Salaries: A Kindergarten 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.</p> <p>Laminator: An additional print head and installation repair was completed for our Brooks Duplicator. This service provides instructional resources for classroom and campus visuals.</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>Learning A to Z: An electronic version of reading resources will be available to grade levels for reading literacy support. Teachers will have access to student materials online and printed supports for classroom use.</p> <p>Kamico Consumables: ELAR teachers will use consumable resources for 3rd-4th-5th grade small groups during after school tutorial interventions. Teachers will also have teacher guided manuals to support direct learning and focused small group objectives.</p> <p>Book vending machine: Enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Kindergarten and .5 Reading Enrichment Teacher - Title I - \$112,242.42, Brooks Duplicator - Title I - \$1,044.95, PBIS Rewards - Title I - \$1,865, Learning A to Z - Title I - \$1,888, Kamico Resources - Title I - \$2,453.55, Book Vending Machine - Title I - \$4,999</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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-5 teachers will provide after school tutorials for students. The teacher will have 1 day a week based on content (ELAR, Math/Science) for 14 weeks through the second semester in 2022. Teachers will also have 7 hours of preparation and planning to prepare materials/lessons for tutorial students. The 7 hours total for the intervention period will allow teachers to use one hour per two weeks of tutorial preparation.</p> <p>Strategy's Expected Result/Impact: By the end of 2021-22 school year, students who participate in campus tutorials will increase performance by 60% based on grade level beginning and end of year standard assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Teachers K-5 - ESSER III - \$29,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a class size reduction teacher.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021- 22 school year, 90% of students in third grade will meet or exceed the STAAR performance standard.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Third Grade Teacher - ESSER III - \$73,820.09</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 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Resources will be provided to enhance instructional learning for students PK-5th grade. Materials provided will support classroom instruction, after school enrichment, parental engagement events, teacher planning, and other campus based platforms that support the overall improvement of academics and behavior.</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 resources:</p> <ol style="list-style-type: none"> 1. Teachers will develop more rigorous activities that promote higher student learning /engagement. 2. Students will receive individual materials to support academic growth and improve behavioral outcomes. 3. Campus parent participation will show progress over a period of time throughout the year. 4. Instructional resources will supplement lessons and offer a variety of activities for student use. <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Instructional/Parent/Staff Resources - Special Allotment: Compensatory Education - \$2,719</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 4: Additional Targeted Support: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2019-20 school year in the following areas: Academic Achievement Reading (60%), Academic Achievement Math (60%), Student Success (60%).

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Additional Targeted Support Reading: Teachers will use reading data (IRLs, checkpoints, DPM, and Benchmark) to identify students that are not making progress on performance assessments and provide interventions: enrichment camps, tutorials, class-sized reduction groups, and direct small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Additional Targeted Support Math: Teachers will use math data (checkpoints, DPM, and Benchmark) to identify students that are not making progress on performance assessments and provide interventions: enrichment camps, tutorials, class-sized reduction groups, and direct small group rotations.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p>Additional Targeted Support Strategy</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 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

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 Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) 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</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 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

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 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

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 be 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, Project Safety Contact, Counselor, Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</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 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: In School Suspensions for African American students will be reduced by 3%</p> <p>Staff Responsible for Monitoring: PBIS Committee Members, Principal, Assistant Principals, Project Safety Contact, Counselor, Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</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 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: 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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</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 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: Violent incidents will continue to be less than 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Project Safety Contact, Counselor, Behavior Interventionist, PBIS Committee Members, Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</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 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>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: CSHAC Team</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 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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</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, 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 2021-22 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, District Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</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 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 4 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 in parental involvement on during 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 events. <p>Staff Responsible for Monitoring: Administration, Teachers, PTO Board Members</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Funding Sources: PAFE Supplies - Title I - \$7,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. 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): Business adoption partners CU Alliance and Cenergy Inc.</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal and Principal Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings which will be held in during the Fall of 2021 and Spring Semester 2022.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 2% due to the campus offering flexible meeting dates and times during the fall of 2021 and spring semester of 2022.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Emmott 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 Emmott Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Behavior Interventionist	1
2 positions	Teacher	1
2 positions	Instructional Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher, Kindergarten	Class-size Reduction	1
Staff	Enrichment Teacher	Reading Enrichment	.5

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teachers K-5		\$29,000.00
1	2	2	Third Grade Teacher		\$73,820.09
Sub-Total					\$102,820.09
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Learning A to Z		\$1,888.00
1	1	8	PBIS Rewards		\$1,865.00
1	1	8	Kindergarten and .5 Reading Enrichment Teacher		\$112,242.42
1	1	8	Kamico Resources		\$2,453.55
1	1	8	Brooks Duplicator		\$1,044.95
1	1	8	Book Vending Machine		\$4,999.00
4	1	1	PAFE Supplies		\$7,000.00
Sub-Total					\$131,492.92
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional/Parent/Staff Resources		\$2,719.00
Sub-Total					\$2,719.00

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	Emmott	All	94	45	48%	60%	12%	89	57	64%
Math	3	Emmott	Hispanic	33	18	55%	60%	5%	20	14	70%
Math	3	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Emmott	Asian	10	9	90%	95%	5%	6	5	83%
Math	3	Emmott	African Am.	29	8	28%	60%	32%	36	19	53%
Math	3	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Emmott	White	16	9	56%	61%	5%	19	14	74%
Math	3	Emmott	Two or More	*	*	*	*	*	6	4	67%
Math	3	Emmott	Eco. Dis.	64	31	48%	60%	12%	76	46	61%
Math	3	Emmott	LEP Current	10	6	60%	65%	5%	12	6	50%
Math	3	Emmott	At-Risk	66	29	44%	60%	16%	57	28	49%
Math	3	Emmott	SPED	7	4	57%	60%	3%	9	5	56%
Math	4	Emmott	All	110	43	39%	60%	21%	111	65	59%
Math	4	Emmott	Hispanic	33	8	24%	60%	36%	43	26	60%
Math	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Emmott	Asian	9	8	89%	94%	5%	10	10	100%
Math	4	Emmott	African Am.	31	4	13%	60%	47%	35	11	31%
Math	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Emmott	White	28	17	61%	66%	5%	15	12	80%
Math	4	Emmott	Two or More	8	5	63%	68%	5%	6	4	67%
Math	4	Emmott	Eco. Dis.	80	27	34%	60%	26%	87	48	55%
Math	4	Emmott	LEP Current	13	5	38%	60%	22%	13	10	77%
Math	4	Emmott	At-Risk	29	11	38%	60%	22%	76	42	55%
Math	4	Emmott	SPED	9	1	11%	60%	49%	18	7	39%
Math	5	Emmott	All	75	47	63%	68%	5%	130	73	56%
Math	5	Emmott	Hispanic	33	23	70%	75%	5%	43	22	51%
Math	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Emmott	Asian	6	5	83%	88%	5%	5	5	100%
Math	5	Emmott	African Am.	24	11	46%	60%	14%	45	21	47%
Math	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Emmott	White	8	5	63%	68%	5%	25	17	68%
Math	5	Emmott	Two or More	*	*	*	*	*	9	6	67%
Math	5	Emmott	Eco. Dis.	58	36	62%	67%	5%	118	68	58%
Math	5	Emmott	LEP Current	15	9	60%	65%	5%	17	6	35%
Math	5	Emmott	At-Risk	54	30	56%	60%	4%	91	48	53%
Math	5	Emmott	SPED	10	3	30%	60%	30%	14	5	36%

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	Emmott	All	94	62	66%	70%	4%	89	66	74%
Reading	3	Emmott	Hispanic	33	23	70%	75%	5%	20	15	75%
Reading	3	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Emmott	Asian	10	10	100%	100%	0%	6	5	83%
Reading	3	Emmott	African Am.	29	16	55%	60%	5%	36	28	78%
Reading	3	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Emmott	White	16	11	69%	74%	5%	19	14	74%
Reading	3	Emmott	Two or More	*	*	*	*	*	6	4	67%
Reading	3	Emmott	Eco. Dis.	64	41	64%	69%	5%	76	55	72%
Reading	3	Emmott	LEP Current	10	8	80%	85%	5%	12	7	58%
Reading	3	Emmott	At-Risk	66	42	64%	69%	5%	57	37	65%
Reading	3	Emmott	SPED	7	3	43%	60%	17%	9	6	67%
Reading	4	Emmott	All	109	66	61%	66%	5%	111	81	73%
Reading	4	Emmott	Hispanic	33	19	58%	63%	5%	43	34	79%
Reading	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Emmott	Asian	9	7	78%	80%	2%	10	10	100%
Reading	4	Emmott	African Am.	30	14	47%	60%	13%	35	21	60%
Reading	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Emmott	White	28	19	68%	73%	5%	15	11	73%
Reading	4	Emmott	Two or More	8	6	75%	80%	5%	6	3	50%
Reading	4	Emmott	Eco. Dis.	79	47	59%	64%	5%	87	63	72%
Reading	4	Emmott	LEP Current	13	4	31%	60%	29%	13	10	77%
Reading	4	Emmott	At-Risk	29	15	52%	60%	8%	76	56	74%
Reading	4	Emmott	SPED	9	2	22%	60%	38%	18	9	50%
Reading	5	Emmott	All	75	50	67%	72%	5%	130	92	71%
Reading	5	Emmott	Hispanic	33	25	76%	81%	5%	43	33	77%
Reading	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Emmott	Asian	6	4	67%	72%	5%	5	5	100%
Reading	5	Emmott	African Am.	24	12	50%	60%	10%	45	26	58%
Reading	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Emmott	White	8	6	75%	80%	5%	25	20	80%
Reading	5	Emmott	Two or More	*	*	*	*	*	9	6	67%
Reading	5	Emmott	Eco. Dis.	58	40	69%	74%	5%	118	81	69%
Reading	5	Emmott	LEP Current	15	9	60%	65%	5%	17	9	53%
Reading	5	Emmott	At-Risk	54	33	61%	66%	5%	91	62	68%
Reading	5	Emmott	SPED	10	4	40%	60%	20%	14	5	36%

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	Emmott	All	75	47	63%	68%	5%	130	73	56%
Science	5	Emmott	Hispanic	34	24	71%	76%	5%	43	25	58%
Science	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Emmott	Asian	6	5	83%	88%	5%	5	5	100%
Science	5	Emmott	African Am.	23	9	39%	60%	21%	45	16	36%
Science	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Emmott	White	8	6	75%	80%	5%	25	20	80%
Science	5	Emmott	Two or More	*	*	*	*	*	9	6	67%
Science	5	Emmott	Eco. Dis.	58	35	60%	65%	5%	118	67	57%
Science	5	Emmott	LEP Current	16	9	56%	60%	4%	17	7	41%
Science	5	Emmott	At-Risk	54	30	56%	60%	4%	91	47	52%
Science	5	Emmott	SPED	8	1	13%	60%	47%	14	4	29%

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	Emmott	All	110	22	20%	23%	3%	111	33	30%
Math	4	Emmott	Hispanic	33	4	12%	15%	3%	43	15	35%
Math	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Emmott	Asian	9	7	78%	81%	3%	10	8	80%
Math	4	Emmott	African Am.	31	1	3%	6%	3%	35	3	9%
Math	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Emmott	White	28	9	32%	35%	3%	15	6	40%
Math	4	Emmott	Two or More	8	1	13%	16%	3%	6	1	17%
Math	4	Emmott	Eco. Dis.	80	16	20%	23%	3%	87	25	29%
Math	4	Emmott	LEP Current	13	3	23%	26%	3%	13	6	46%
Math	4	Emmott	At-Risk	29	8	28%	31%	3%	76	19	25%
Math	4	Emmott	SPED	9	1	11%	14%	3%	18	2	11%
Math	5	Emmott	All	75	27	36%	39%	3%	130	36	28%
Math	5	Emmott	Hispanic	33	14	42%	45%	3%	43	12	28%
Math	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Emmott	Asian	6	4	67%	70%	3%	5	5	100%
Math	5	Emmott	African Am.	24	3	13%	16%	3%	45	6	13%
Math	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Emmott	White	8	4	50%	53%	3%	25	10	40%
Math	5	Emmott	Two or More	*	*	*	*	*	9	3	33%
Math	5	Emmott	Eco. Dis.	58	19	33%	36%	3%	118	35	30%
Math	5	Emmott	LEP Current	15	5	33%	36%	3%	17	3	18%
Math	5	Emmott	At-Risk	54	16	30%	33%	3%	91	19	21%
Math	5	Emmott	SPED	10	2	20%	23%	3%	14	0	0%
Reading	4	Emmott	All	109	27	25%	28%	3%	111	54	49%
Reading	4	Emmott	Hispanic	33	7	21%	24%	3%	43	23	53%
Reading	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Emmott	Asian	9	4	44%	47%	3%	10	8	80%
Reading	4	Emmott	African Am.	30	4	13%	16%	3%	35	10	29%
Reading	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Emmott	White	28	10	36%	39%	3%	15	9	60%
Reading	4	Emmott	Two or More	8	2	25%	28%	3%	6	3	50%
Reading	4	Emmott	Eco. Dis.	79	17	22%	25%	3%	87	41	47%
Reading	4	Emmott	LEP Current	13	1	8%	11%	3%	13	6	46%
Reading	4	Emmott	At-Risk	29	6	21%	24%	3%	76	31	41%
Reading	4	Emmott	SPED	9	1	11%	14%	3%	18	4	22%

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	
					#	%				#	%
Reading	5	Emmott	All	75	28	37%	40%	3%	130	59	45%
Reading	5	Emmott	Hispanic	33	15	45%	48%	3%	43	19	44%
Reading	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Emmott	Asian	6	2	33%	36%	3%	5	4	80%
Reading	5	Emmott	African Am.	24	6	25%	28%	3%	45	15	33%
Reading	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Emmott	White	8	4	50%	53%	3%	25	16	64%
Reading	5	Emmott	Two or More	*	*	*	*	*	9	5	56%
Reading	5	Emmott	Eco. Dis.	58	22	38%	41%	3%	118	52	44%
Reading	5	Emmott	LEP Current	15	2	13%	16%	3%	17	6	35%
Reading	5	Emmott	At-Risk	54	13	24%	27%	3%	91	35	38%
Reading	5	Emmott	SPED	10	1	10%	13%	3%	14	1	7%
Science	5	Emmott	All	75	20	27%	30%	3%	130	36	28%
Science	5	Emmott	Hispanic	34	10	29%	32%	3%	43	11	26%
Science	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Emmott	Asian	6	2	33%	36%	3%	5	3	60%
Science	5	Emmott	African Am.	23	4	17%	20%	3%	45	7	16%
Science	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Emmott	White	8	3	38%	41%	3%	25	12	48%
Science	5	Emmott	Two or More	*	*	*	*	*	9	3	33%
Science	5	Emmott	Eco. Dis.	58	16	28%	31%	3%	118	32	27%
Science	5	Emmott	LEP Current	16	1	6%	9%	3%	17	2	12%
Science	5	Emmott	At-Risk	54	9	17%	20%	3%	91	17	19%
Science	5	Emmott	SPED	8	1	13%	16%	3%	14	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	Emmott	All	94	9	10%	12%	2%	89	11	12%
Math	3	Emmott	Hispanic	33	1	3%	5%	2%	20	3	15%
Math	3	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Emmott	Asian	10	4	40%	42%	2%	6	1	17%
Math	3	Emmott	African Am.	29	0	0%	2%	2%	36	2	6%
Math	3	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Emmott	White	16	4	25%	27%	2%	19	4	21%
Math	3	Emmott	Two or More	*	*	*	*	*	6	1	17%
Math	3	Emmott	Eco. Dis.	64	6	9%	11%	2%	76	9	12%
Math	3	Emmott	LEP Current	10	1	10%	12%	2%	12	1	8%
Math	3	Emmott	At-Risk	66	4	6%	8%	2%	57	4	7%
Math	3	Emmott	SPED	7	0	0%	2%	2%	9	0	0%
Math	4	Emmott	All	110	15	14%	16%	2%	111	15	14%
Math	4	Emmott	Hispanic	33	3	9%	11%	2%	43	6	14%
Math	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Emmott	Asian	9	7	78%	80%	2%	10	5	50%
Math	4	Emmott	African Am.	31	0	0%	2%	2%	35	1	3%
Math	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Emmott	White	28	4	14%	16%	2%	15	3	20%
Math	4	Emmott	Two or More	8	1	13%	15%	2%	6	0	0%
Math	4	Emmott	Eco. Dis.	80	12	15%	17%	2%	87	9	10%
Math	4	Emmott	LEP Current	13	3	23%	25%	2%	13	2	15%
Math	4	Emmott	At-Risk	29	6	21%	23%	2%	76	6	8%
Math	4	Emmott	SPED	9	0	0%	2%	2%	18	0	0%
Math	5	Emmott	All	75	15	20%	22%	2%	130	15	12%
Math	5	Emmott	Hispanic	33	7	21%	23%	2%	43	4	9%
Math	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Emmott	Asian	6	3	50%	52%	2%	5	4	80%
Math	5	Emmott	African Am.	24	3	13%	15%	2%	45	2	4%
Math	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Emmott	White	8	2	25%	27%	2%	25	4	16%
Math	5	Emmott	Two or More	*	*	*	*	*	9	1	11%
Math	5	Emmott	Eco. Dis.	58	9	16%	18%	2%	118	15	13%
Math	5	Emmott	LEP Current	15	2	13%	15%	2%	17	2	12%
Math	5	Emmott	At-Risk	54	8	15%	17%	2%	91	5	5%
Math	5	Emmott	SPED	10	2	20%	22%	2%	14	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	
					#	%				#	%
Reading	3	Emmott	All	94	12	13%	15%	2%	89	16	18%
Reading	3	Emmott	Hispanic	33	3	9%	10%	1%	20	3	15%
Reading	3	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Emmott	Asian	10	3	30%	32%	2%	6	1	17%
Reading	3	Emmott	African Am.	29	1	3%	5%	2%	36	6	17%
Reading	3	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Emmott	White	16	5	31%	33%	2%	19	5	26%
Reading	3	Emmott	Two or More	*	*	*	*	*	6	1	17%
Reading	3	Emmott	Eco. Dis.	64	7	11%	13%	2%	76	15	20%
Reading	3	Emmott	LEP Current	10	1	10%	12%	2%	12	1	8%
Reading	3	Emmott	At-Risk	66	7	11%	13%	2%	57	6	11%
Reading	3	Emmott	SPED	7	0	0%	2%	2%	9	0	0%
Reading	4	Emmott	All	109	11	10%	12%	2%	111	28	25%
Reading	4	Emmott	Hispanic	33	5	15%	17%	2%	43	8	19%
Reading	4	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Emmott	Asian	9	2	22%	24%	2%	10	6	60%
Reading	4	Emmott	African Am.	30	1	3%	5%	2%	35	4	11%
Reading	4	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Emmott	White	28	3	11%	13%	2%	15	8	53%
Reading	4	Emmott	Two or More	8	0	0%	2%	2%	6	2	33%
Reading	4	Emmott	Eco. Dis.	79	8	10%	12%	2%	87	19	22%
Reading	4	Emmott	LEP Current	13	0	0%	2%	2%	13	2	15%
Reading	4	Emmott	At-Risk	29	2	7%	9%	2%	76	11	14%
Reading	4	Emmott	SPED	9	0	0%	2%	2%	18	0	0%
Reading	5	Emmott	All	75	12	16%	18%	2%	130	32	25%
Reading	5	Emmott	Hispanic	33	4	12%	14%	2%	43	8	19%
Reading	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Emmott	Asian	6	1	17%	19%	2%	5	3	60%
Reading	5	Emmott	African Am.	24	4	17%	19%	2%	45	5	11%
Reading	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Emmott	White	8	3	38%	40%	2%	25	11	44%
Reading	5	Emmott	Two or More	*	*	*	*	*	9	5	56%
Reading	5	Emmott	Eco. Dis.	58	10	17%	19%	2%	118	27	23%
Reading	5	Emmott	LEP Current	15	0	0%	2%	2%	17	3	18%
Reading	5	Emmott	At-Risk	54	6	11%	13%	2%	91	14	15%
Reading	5	Emmott	SPED	10	1	10%	12%	2%	14	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	
					#	%				#	%
Science	5	Emmott	All	75	7	9%	11%	2%	130	13	10%
Science	5	Emmott	Hispanic	34	5	15%	17%	2%	43	4	9%
Science	5	Emmott	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Emmott	Asian	6	1	17%	19%	2%	5	0	0%
Science	5	Emmott	African Am.	23	1	4%	6%	2%	45	2	4%
Science	5	Emmott	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Emmott	White	8	0	0%	2%	2%	25	6	24%
Science	5	Emmott	Two or More	*	*	*	*	*	9	1	11%
Science	5	Emmott	Eco. Dis.	58	4	7%	9%	2%	118	12	10%
Science	5	Emmott	LEP Current	16	0	0%	2%	2%	17	0	0%
Science	5	Emmott	At-Risk	54	3	6%	8%	2%	91	3	3%
Science	5	Emmott	SPED	8	1	13%	15%	2%	14	0	0%

Emmott

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 31% to 41% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
31%	33%	35%	38%	41%

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	20%	36%							29%		29%	32%	30%
2022	22%	38%	NA	NA	NA	NA	NA	NA	31%	NA	31%	34%	32%
2023	24%	40%	NA	NA	NA	NA	NA	NA	33%	NA	33%	36%	34%
2024	27%	43%	NA	NA	NA	NA	NA	NA	36%	NA	36%	39%	37%
2025	30%	46%	NA	NA	NA	NA	NA	NA	39%	NA	39%	42%	40%

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 26% to 36% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
26%	28%	30%	33%	36%

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	12%	32%							24%		32%	27%	24%
2022	14%	34%	NA	NA	NA	NA	NA	NA	26%	NA	34%	29%	26%
2023	16%	36%	NA	NA	NA	NA	NA	NA	28%	NA	36%	31%	28%
2024	19%	39%	NA	NA	NA	NA	NA	NA	31%	NA	39%	34%	31%
2025	22%	42%	NA	NA	NA	NA	NA	NA	34%	NA	42%	37%	34%

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.