

Cypress-Fairbanks Independent School District

Hancock Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

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

Hancock Elementary's Mission Statement

Hancock Elementary upholds the highest standards in teaching and learning by creating a student-centered approach that fosters engaged learning, embraces diversity, extends interest and choice while being a gateway to the future of our students educational goals.

Vision

Hancock Elementary will be a leading educational campus for children that advances knowledge, explores creativity, and provides opportunities for an encouraging campus environment, while promoting academic excellence and innovative thinking.

Value Statement

Hancock Motto

Excellence Always!

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 5
- School Culture and Climate 6
- Discipline Data 7
- Safety Practices 7
- Staff Quality, Recruitment, and Retention 7
- Teacher Attendance 8
- Parent and Community Engagement 8
- We hosted several events that included opportunities for families to come to Hancock with their children. We had sign-in sheets available for each of the evenings to help us gauge the turnout we received and to give us feedback. 9
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
- 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. 13
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 19
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 24
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 26
- State Compensatory 28
- Budget for Hancock Elementary School 29
- Personnel for Hancock Elementary School 29
- Title I Personnel 29
- Campus Funding Summary 30
- Addendums 32

Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

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: Hancock reviewed the local data from the previous year before the emergency closure due to COVID and after. Our team also reviewed the previous STAAR data and campus data to meet and discuss our strengths and areas needed for growth. In determining the direction our campus would move forward, we created our problem statements and ideas for strategies. We discussed and reviewed our performance objectives from the previous year to consider adjustments or to keep the strategies.

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: After completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our children that focus on supportive professional relationships, relevant learning opportunities to develop higher levels of engagement and retention of new learning, and rigorous learning experiences that support the development of problem-solving skills and creative thinking. By working through our goals and strategies, we will work to meet the needs of each individual student.

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 24 area apartment complexes such as; The Abbey of Grant Road, Discovery at Mandolin, and Prestonwood Apartments, along with the others within our attendance zone and the local businesses; such as St. Timothy Lutheran Church that supports Hancock.

Student Achievement

Student Achievement Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 56%

Meets Performance Level: 25%

Masters Performance Level: 10%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Reading scores for several of our populations are of concern and not showing the growth expected. **Root Cause:** Reading: There is a lack of knowledge in terms of conducting running records consistently among the ELA teachers along with content capacity in order to transfer the monitoring to practice.

Problem Statement 2: Writing: Writing scores are falling backward in terms of composition essays. **Root Cause:** Writing: We need strategies on how to support the learning with more training in writing strategies and vertical alignment with a focus on moving from emerging in several areas.

Problem Statement 3: Math: Math scores are declining in several sub-populations. **Root Cause:** Math: There is a lack of time for reteaching to be taught into the curriculum along with teacher training for an intervention program for Math.

Problem Statement 4: Science: Science scores are not increasing and we still need strategies for deepening the learning. **Root Cause:** Science: We need more rigor and questioning strategies to take the learning further for the students.

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.

School Culture and Climate

School Culture and Climate Strengths

Hancock Elementary has made great strides in the following areas:

Discipline Data

Discipline data decreased due to numerous strategies and efforts for students including:

- Restorative Practices: staff trained and introduced to the children
- Guidance lessons along with PBIS lessons will teach replacement behaviors in a situation.

Safety Practices

- All drills were practiced and opportunities for reteaching were made available.
- Practice sessions with the children and staff.
- All incident reports were completed and monitored
- Safety Audit of the campus was performed and passed
- Cy- Fair Sam was explained to students and practiced
- PBIS matrix was recreated in order to include safety steps for students
- Crossing the Lines training was introduced and explained

Campus unity

- Campus motto was introduced: #hustlegritneverquit
- Intentional practices were put in place to honor and recognize staff and students regularly on the campus for example positive office referrals/birthday books/spirit sticks/You Make A Difference Award
- Planned celebrations for student achievement and behavior: SHOWTIME!
- Purposeful and positive posting about our campus on social media

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Pressure is affecting the younger students in more explosive ways. **Root Cause:** School Culture and Climate: The expectations are higher and training is not given regularly for parents and staff on how to handle the new behaviors and meet the needs of the children.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff Quality

- Regular meetings with their PLC committee for cross curricular discussions
- Vertical Alignment meetings
- Analyzing student work
- Analyzing data with discussions and plans for improvement
- Professional Development planned and attended in order to grow our craft

Staff Recruitment and Retention

- Attending Job Fair and analyzing resumes/references, certifications
- Intentional placement of staff on the campus
- Growing leaders from the campus

Teacher Attendance

- Conversations moved towards being on campus intrinsically vs. earning a treat-treats still worked!
- Team lunches for whole team attendance
- Purposeful planning on the part of staff for days missed
- Teachers began to respect each other is having to split their class vs. being absent due to a shortage on substitutes

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals are taking more absences than in the past. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals are needing more mental health days due to the pressures of explosive behaviors of students that they work with on a daily basis.

Parent and Community Engagement

Parent and Community Engagement Strengths

Hancock works very hard to get our stakeholders to feel a part of our community in terms of celebrating our successes as well as learning how to help the children.

We hosted several events that included opportunities for families to come to Hancock with their children. We had sign-in sheets available for each of the evenings to help us gauge the turnout we received and to give us feedback.

For example:

- Meet the Teacher
- Curriculum Night
- Title 1 Meeting
- Coffee and Conversations with the Principal
- Book Character Parade
- Parent/Teacher Conferences
- Turkey-tacular
- STAAR Night
- Campus parties, etc.
- Other Related Events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Hancock family attendance is not consistent. **Root Cause:** Parent and Community Engagement: The lack of communication with the events in a timely manner and how the information is disseminated.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

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
- 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

Hancock Elementary School
Generated by Plan4Learning.com

- 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

Goals

Revised/Approved: September 20, 2021

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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Build a foundation of reading and math. 1) Reading/ELA: We will increase motivation for reading across the campus by providing students with authentic texts in both classroom and school-wide libraries and offer struggling readers additional interventions and supports. We have provided Share Sessions on campus to build our capacity in running records and how to read correctly. We have purchased Scholastic Subscriptions for grades K-5 to be used to enhance reading and interest while improving the conversations and TEKS rigor. Extended Planning for Reading Teachers</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, & Instructional Specialists along with the Title 1 Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: Library Books-Ms. Todd - Title I - \$5,500, Haggerty-Reading Interventions - Title I - \$3,541.53, Site License-Subscription-Flocabulary - Title I - \$2,600, Voyager-Reading Interventions-Tier 111 - Title I - \$5,102.90, Scholastic Library Publishing - Title I - \$4,039.56, Tutoring snacks-student - Title I - \$5,000, Extra Duty Pay - Title I - \$2,469</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: K-5 grade teachers will participate in writing training through extended planning sessions</p> <p>Writing sessions of teachers grade K-5 will meet regularly to analyze student writing and compare for ways to improve. Students will be tracked for the different elements of writing.</p> <p>Action Based Learning Lab to help writing skills be solidified.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, ELA Instructional Specialist, along with ABL teacher and Title 1 Specialist</p> <p>Funding Sources: Instructional Supplies - Title I - \$2,100, Action Based Learning-Salary - Title I - \$72,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Students will work together to improve Revising and Editing Skills across grade levels from K-5.</p> <p>Vertical Alignment will incorporate the Editing rules to be learned by all students and incorporated into the learning.</p> <p>Tell it to Me Tuesday</p> <p>Quick Writes will be monitored campus-wide during Hawk Time.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p> <p>Funding Sources: Instructional Supplies - Title I - \$2,100</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Build a foundation of reading and math.</p> <p>We will enhance small group math instruction or individual student support.</p> <p>We will incorporate the use of Math Running Records to develop a diagnostic test of "why" they are struggling in this content and for new students that arrive to Hancock.</p> <p>--We purchased supplies in order to reinforce instruction in the classroom.</p> <p>--We are working with Consultant Garland Linkenhoger with grades K-5 to build teacher capacity in teaching math strategies.</p> <p>--Lead4ward training-accelerated interventions</p> <p>We have included time during Hawk Time to focus on reteach and small group sessions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal/AP's and Instructional Specialist</p> <p>Funding Sources: Lead4Ward-virtual - Title I - \$470, Consultant-Garland Linkenhoger - Title I - \$7,500, Instructional Supplies-PEAM/ABL - Title I - \$4,500</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: We will enhance rigor by providing small group instruction and hands-on learning experiences within our campus Science Lab.</p> <p>During planning, focus will be intentional on improving rigor and questioning techniques in order for students to increase their science knowledge.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal/AP's and Instructional Specialist</p> <p>Funding Sources: Field Trip-5th grade - Title I - \$2,000, Field Trip-Kinder - Title I - \$1,300, Funding Source-Kinder - Title I - \$2,700, Field Trip Buses for Kinder and 5th - Title I - \$4,600</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: reteaching focused learning for children to fill in the gaps caused during COVID or naturally. The interventionists will work throughout the day during Hawk Time. The Instructional Specialists will review data and growth and determine the needs that the interventionists will work on with the children. All children will have an opportunity to work in small groups during Hawk time. We will discuss individual children every Monday to make educational decisions for the students. We have established 60 minutes every day to incorporate the relevant time and to allow for both major content areas.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, and Interventionists</p> <p>Funding Sources: Research Based Intervention Kits - \$15,000, Interventionist - \$62,777, Instructional Supplies - Title I - \$2,000, Instructional Supplies - Title I - \$2,000, Testing Coordinator/Title 1 Specialist Part Time - Title I - \$35,268.75</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:</p> <p>A Social/Emotional Lab has been incorporated at Hancock to help with behaviors that do not necessarily discipline worthy but for children in need of social skills and calming methods in order to get back to class and teach replacement behaviors for success. Hawk Time is established to include reteach and enrichment time planned into the day to meet the needs of all children in their journey. Restorative practices and PBIS strategies have been built into Hawk Time on Mondays to help teach children how to handle different situations.</p> <p>Sanford Harmony is being used as a curriculum to teach Restorative Practices during Hawk Time. Training has been implemented for all teachers by the counselor. Materials were provided free from the program.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Teachers and Assistant Principals along with Instructional Specialists</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 African American, Asian, Economically Disadvantaged, and SPED groups student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: As a Title I campuses, Hancock will implement the following measures. Hawk Time intervention supplies purchased to meet their learning targets Additional Instructional School Supplies to support interventions Professional Development: Leadership Team and or teaching staff will attend training both virtually or locally to develop a stronger understanding of how to strengthen the behavior and academic practices throughout the building to assist in meeting the goals identified in the CIP for Lead4Ward Hands-on consumable and non-consumable supplies will be purchased for classroom and CFISD Connect learners Add to library holdings, selecting materials targeted to student needs.</p> <p>Staff Responsible for Monitoring: Campus Interventionists, Instructional Specialists, Behavior Interventionists, Assistant Principals and Counselors</p> <p>Funding Sources: Instructional Supplies - Title I - \$5,000, Professional Development Training-Lead4Ward Travel Reimbursement - Title I - \$7,000, Library books - Title I - \$5,000</p>	Formative		
	Nov	Feb	May
	 0%	 85%	 90%
 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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before school tutoring</p> <p>Strategy's Expected Result/Impact: Students attending before or after school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Data At-Risk folders-track student growth - ESSER III - 11-6399 - \$6,506.05, Fact Sets-Box and books - ESSER III - 11-6399 - \$1,232, Bridges - ESSER III - 11-6398 - \$2,145, Tutoring-extra duty pay - ESSER III - 11-6118 - \$11,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 90% of the students working with the core content area interventionist will reach grade level standards set forth by CFISD.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Christine Berry - ESSER III - 6100 - \$77,719.85</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will work into our learning gap a Social-Emotional Lab to helps students in their needs.</p> <p>Strategy's Expected Result/Impact: By the end of 2021-2022, our SEL lessons and materials will contribute to the students well-being and welfare along with meeting their individual needs or cumulative needs.</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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional academic support for at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies/Professional Development-Bridges for Math - Special Allotment: Compensatory Education - \$1,694, Supplies/Professional Development-Haggerty - Special Allotment: Compensatory Education - \$2,061</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 2021-2022 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: Project Safety, Sanford Harmony, & PBIS lessons are shared with staff and students.</p> <p>Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, and Support Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Instructional Supplies - Title I - \$250</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>	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 2021-2022 school year, student attendance will be at 96%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will monitor student attendance and contact parents when students are absent to check on the health and well being and to offer support for academics.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%</p> <p>Staff Responsible for Monitoring: AP's, teachers, and Registrar</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 2021-2022 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports: Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom to reduce referrals by 15%

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15%.</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Interventionist Specialist, Counselors, Assistant Principals</p> <p>Funding Sources: Behavior Interventionist - \$80,920, PBIS Rewards Subscription - Title I - \$2,605</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: By identifying at-risk, African American, and SPED students, and by using effective interventions in the classroom, in-school suspensions will be reduced. Lessons will be taught along with replacement behaviors for students that need support.</p> <p>Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: By focusing on restorative practices, replacement behaviors, coping strategies, and options other than out-of-school suspensions will be used when possible.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: AP's</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Hancock will not have any discretionary SOS placements this year.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: AP's, and Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Through restorative discipline practices, PBIS procedures, Guidance lessons, & support groups.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, AP's, Behavior Interventionist, Counselors</p> <p>Funding Sources: Instructional Supplies - Title I - \$500, Social ,Emotional, Learning Professional Development Supplies - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 2021-2022 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.)

Summative Evaluation: Met Objective

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> <p>Funding Sources: Instructional Supplies - Title I - \$2,000</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 1: Teacher/Paraprofessional Attendance: By the end of the 2021-2022 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: By fostering a culture of appreciation and recognition, staff attendance will increase.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: AP's, Teachers, Paraprofessionals, and 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 2021-2022 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: All teachers will receive training and targeted support in curriculum, Schoology, planning lessons for rigor and relevance, along with helping to support their CF-TESS goals so they can be proficient and successful this school year.</p> <p>Strategy's Expected Result/Impact: Expected results are that the teachers will build their capacity and become more efficient and purposeful in their decision-making regarding curriculum, Schoology, management, and personal goals.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, AP's, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Supplies - Title I - \$500, Professional Staff Development-Consultant-Mascarro - Title I - \$15,762 , Professional Development Supplies-Staff Development - Title I - \$10,000, Contracted Services-Margaret Clauder-Academic presentation - Title I - \$1,000, Librarian Conferences-BER & TLA - Title I - \$650, Librarian Conference-Travel Reimbursement - Title I - \$1,000, Lead4Ward Conference-Travel Reimbursement - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2021-2022 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: Parent Training Workshops, Campus Weekly newsletters</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Title 1 Specialist</p> <p>Funding Sources: Campus Newsletter - Title I - \$310.16, Snacks-Parents & students-STAAR Night - Title I - \$2,000, Supplies for students-summer learning - Title I - \$3,358</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.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Campus Weekly Newsletter, the front office, and 24 area apartment complexes such as, Abbey at Grant Road, Villas at Cypresswood, Club at Stablechase, and The Lakes at Cypresswood in the attendance zone and St. Timothy Lutheran Church that support Hancock.</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: Title 1 Coordinator, Principal, Technology Specialist, Paraprofessional</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> <p>Funding Sources: Instructional Supplies - Title I - \$500</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. Beep and Greet-August 27, Virtual Curriculum Night-September 29, Conversations with the Principal-October 13, November 3, December 8, January 19, February 9, March 9, April 6, May 4 at 9:00 am or 4:00 pm. Workshop Wednesday Parent Training opportunity (offered virtually and made available to all parents), Parent-Teacher Conferences (which will be held via Zoom at varying days and times throughout October 5-23) and again in Jan/Feb., ASAP parent support meetings, which will be held throughout the year at varying days and times.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers, Campus Secretary, Assistant Principals, Technology Specialist, Behavior Interventionist and Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: Parent Informational Instructional Supplies - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Hancock Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Hancock Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Counselor	1
1 positions	Reaching Enrichment/SGRI Teacher	1
2 positions	Teacher	1
3 positions	Core Content Area Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	Behavior	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Data At-Risk folders-track student growth	11-6399	\$6,506.05
1	2	1	Fact Sets-Box and books	11-6399	\$1,232.00
1	2	1	Bridges	11-6398	\$2,145.00
1	2	1	Tutoring-extra duty pay	11-6118	\$11,000.00
1	2	2	Christine Berry	6100	\$77,719.85
Sub-Total					\$98,602.90
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library Books-Ms. Todd		\$5,500.00
1	1	1	Extra Duty Pay		\$2,469.00
1	1	1	Scholastic Library Publishing		\$4,039.56
1	1	1	Site License-Subscription-Flocabulary		\$2,600.00
1	1	1	Voyager-Reading Interventions-Tier 111		\$5,102.90
1	1	1	Haggerty-Reading Interventions		\$3,541.53
1	1	1	Tutoring snacks-student		\$5,000.00
1	1	2	Instructional Supplies		\$2,100.00
1	1	2	Action Based Learning-Salary		\$72,000.00
1	1	3	Instructional Supplies		\$2,100.00
1	1	4	Consultant-Garland Linkenhoger		\$7,500.00
1	1	4	Lead4Ward-virtual		\$470.00
1	1	4	Instructional Supplies-PEAM/ABL		\$4,500.00
1	1	5	Funding Source-Kinder		\$2,700.00
1	1	5	Field Trip Buses for Kinder and 5th		\$4,600.00
1	1	5	Field Trip-5th grade		\$2,000.00
1	1	5	Field Trip-Kinder		\$1,300.00
1	1	6	Testing Coordinator/Title 1 Specialist Part Time		\$35,268.75
1	1	6	Instructional Supplies		\$2,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Supplies		\$2,000.00
1	1	8	Instructional Supplies		\$5,000.00
1	1	8	Professional Development Training-Lead4Ward Travel Reimbursement		\$7,000.00
1	1	8	Library books		\$5,000.00
2	1	1	Instructional Supplies		\$250.00
2	3	1	PBIS Rewards Subscription		\$2,605.00
2	3	5	Social ,Emotional, Learning Professional Development Supplies		\$1,000.00
2	3	5	Instructional Supplies		\$500.00
2	4	1	Instructional Supplies		\$2,000.00
3	2	1	Contracted Services-Margaret Clauder-Academic presentation		\$1,000.00
3	2	1	Lead4Ward Conference-Travel Reimbursement		\$1,000.00
3	2	1	Librarian Conferences-BER & TLA		\$650.00
3	2	1	Professional Staff Development-Consultant-Mascarro		\$15,762.00
3	2	1	Instructional Supplies		\$500.00
3	2	1	Librarian Conference-Travel Reimbursement		\$1,000.00
3	2	1	Professional Development Supplies-Staff Development		\$10,000.00
4	1	1	Campus Newsletter		\$310.16
4	1	1	Snacks-Parents & students-STAAR Night		\$2,000.00
4	1	1	Supplies for students-summer learning		\$3,358.00
4	1	2	Instructional Supplies		\$500.00
4	1	3	Parent Informational Instructional Supplies		\$1,000.00
Sub-Total					\$227,226.90
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies/Professional Development-Bridges for Math		\$1,694.00
1	3	1	Supplies/Professional Development-Haggerty		\$2,061.00
Sub-Total					\$3,755.00

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	Hancock	All	97	47	48%	70%	22%	143	76	53%
Math	3	Hancock	Hispanic	37	23	62%	70%	8%	55	29	53%
Math	3	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Hancock	Asian	5	5	100%	100%	0%	13	10	77%
Math	3	Hancock	African Am.	41	12	29%	70%	41%	44	16	36%
Math	3	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Hancock	White	11	5	45%	70%	25%	23	17	74%
Math	3	Hancock	Two or More	*	*	*	*	*	8	4	50%
Math	3	Hancock	Eco. Dis.	76	35	46%	70%	24%	104	51	49%
Math	3	Hancock	LEP Current	18	11	61%	70%	9%	16	9	56%
Math	3	Hancock	At-Risk	55	28	51%	70%	19%	88	35	40%
Math	3	Hancock	SPED	8	1	13%	50%	37%	16	1	6%
Math	4	Hancock	All	109	42	39%	70%	31%	119	51	43%
Math	4	Hancock	Hispanic	37	16	43%	70%	27%	37	16	43%
Math	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hancock	Asian	8	4	50%	70%	20%	8	8	100%
Math	4	Hancock	African Am.	44	12	27%	70%	43%	61	20	33%
Math	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hancock	White	15	8	53%	70%	17%	11	6	55%
Math	4	Hancock	Two or More	*	*	*	*	*	*	*	*
Math	4	Hancock	Eco. Dis.	79	27	34%	70%	36%	99	37	37%
Math	4	Hancock	LEP Current	14	4	29%	70%	41%	17	10	59%
Math	4	Hancock	At-Risk	29	13	45%	70%	25%	69	25	36%
Math	4	Hancock	SPED	16	2	13%	50%	37%	10	3	30%
Math	5	Hancock	All	123	69	56%	70%	14%	141	81	57%
Math	5	Hancock	Hispanic	50	28	56%	70%	14%	43	29	67%
Math	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hancock	Asian	12	8	67%	70%	3%	9	7	78%
Math	5	Hancock	African Am.	40	17	43%	70%	27%	66	29	44%
Math	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hancock	White	15	12	80%	85%	5%	14	10	71%
Math	5	Hancock	Two or More	5	3	60%	70%	10%	8	5	63%
Math	5	Hancock	Eco. Dis.	83	38	46%	70%	24%	100	51	51%
Math	5	Hancock	LEP Current	16	7	44%	70%	26%	22	13	59%
Math	5	Hancock	At-Risk	63	29	46%	70%	24%	103	58	56%
Math	5	Hancock	SPED	11	3	27%	50%	23%	21	4	19%

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	Hancock	All	97	53	55%	70%	15%	143	91	64%
Reading	3	Hancock	Hispanic	37	20	54%	70%	16%	55	39	71%
Reading	3	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Hancock	Asian	5	5	100%	100%	0%	13	11	85%
Reading	3	Hancock	African Am.	41	18	44%	70%	26%	44	18	41%
Reading	3	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Hancock	White	11	9	82%	85%	3%	23	18	78%
Reading	3	Hancock	Two or More	*	*	*	*	*	8	5	63%
Reading	3	Hancock	Eco. Dis.	76	38	50%	70%	20%	104	64	62%
Reading	3	Hancock	LEP Current	18	9	50%	70%	20%	16	11	69%
Reading	3	Hancock	At-Risk	55	26	47%	70%	23%	88	43	49%
Reading	3	Hancock	SPED	8	1	13%	50%	37%	16	1	6%
Reading	4	Hancock	All	108	55	51%	70%	19%	119	68	57%
Reading	4	Hancock	Hispanic	37	24	65%	70%	5%	37	22	59%
Reading	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hancock	Asian	8	4	50%	70%	20%	8	8	100%
Reading	4	Hancock	African Am.	43	15	35%	70%	35%	61	28	46%
Reading	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hancock	White	15	8	53%	70%	17%	11	9	82%
Reading	4	Hancock	Two or More	*	*	*	*	*	*	*	*
Reading	4	Hancock	Eco. Dis.	79	31	39%	70%	31%	99	52	53%
Reading	4	Hancock	LEP Current	14	8	57%	70%	13%	17	10	59%
Reading	4	Hancock	At-Risk	29	18	62%	70%	8%	69	33	48%
Reading	4	Hancock	SPED	16	3	19%	50%	31%	10	4	40%
Reading	5	Hancock	All	124	88	71%	80%	9%	141	98	70%
Reading	5	Hancock	Hispanic	50	37	74%	80%	6%	43	34	79%
Reading	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hancock	Asian	12	8	67%	75%	8%	9	7	78%
Reading	5	Hancock	African Am.	40	25	63%	80%	17%	66	38	58%
Reading	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hancock	White	15	14	93%	96%	3%	14	11	79%
Reading	5	Hancock	Two or More	6	3	50%	70%	20%	8	7	88%
Reading	5	Hancock	Eco. Dis.	84	55	65%	70%	5%	100	65	65%
Reading	5	Hancock	LEP Current	16	8	50%	70%	20%	22	17	77%
Reading	5	Hancock	At-Risk	64	36	56%	70%	14%	103	71	69%
Reading	5	Hancock	SPED	11	4	36%	50%	14%	21	5	24%

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	Hancock	All	123	78	63%	70%	7%	141	78	55%
Science	5	Hancock	Hispanic	49	32	65%	70%	5%	43	29	67%
Science	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hancock	Asian	12	7	58%	70%	12%	9	6	67%
Science	5	Hancock	African Am.	40	22	55%	70%	15%	66	26	39%
Science	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hancock	White	15	13	87%	89%	2%	14	10	71%
Science	5	Hancock	Two or More	6	3	50%	70%	20%	8	6	75%
Science	5	Hancock	Eco. Dis.	84	50	60%	70%	10%	100	48	48%
Science	5	Hancock	LEP Current	16	8	50%	70%	20%	22	13	59%
Science	5	Hancock	At-Risk	62	32	52%	70%	18%	103	56	54%
Science	5	Hancock	SPED	11	2	18%	50%	32%	21	3	14%

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	Hancock	All	109	19	17%	25%	8%	119	24	20%
Math	4	Hancock	Hispanic	37	9	24%	25%	1%	37	7	19%
Math	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hancock	Asian	8	2	25%	30%	5%	8	6	75%
Math	4	Hancock	African Am.	44	3	7%	15%	8%	61	9	15%
Math	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hancock	White	15	4	27%	30%	3%	11	2	18%
Math	4	Hancock	Two or More	*	*	*	*	*	*	*	*
Math	4	Hancock	Eco. Dis.	79	9	11%	15%	4%	99	19	19%
Math	4	Hancock	LEP Current	14	2	14%	20%	6%	17	6	35%
Math	4	Hancock	At-Risk	29	8	28%	30%	2%	69	11	16%
Math	4	Hancock	SPED	16	1	6%	8%	2%	10	2	20%
Math	5	Hancock	All	123	29	24%	25%	1%	141	37	26%
Math	5	Hancock	Hispanic	50	11	22%	25%	3%	43	12	28%
Math	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hancock	Asian	12	5	42%	45%	3%	9	4	44%
Math	5	Hancock	African Am.	40	5	13%	15%	2%	66	12	18%
Math	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hancock	White	15	5	33%	35%	2%	14	5	36%
Math	5	Hancock	Two or More	5	3	60%	63%	3%	8	3	38%
Math	5	Hancock	Eco. Dis.	83	15	18%	20%	2%	100	23	23%
Math	5	Hancock	LEP Current	16	2	13%	15%	2%	22	3	14%
Math	5	Hancock	At-Risk	63	9	14%	18%	4%	103	19	18%
Math	5	Hancock	SPED	11	1	9%	10%	1%	21	2	10%
Reading	4	Hancock	All	108	28	26%	35%	9%	119	40	34%
Reading	4	Hancock	Hispanic	37	13	35%	45%	10%	37	11	30%
Reading	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hancock	Asian	8	2	25%	35%	10%	8	7	88%
Reading	4	Hancock	African Am.	43	7	16%	25%	9%	61	14	23%
Reading	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hancock	White	15	3	20%	30%	10%	11	8	73%
Reading	4	Hancock	Two or More	*	*	*	*	*	*	*	*
Reading	4	Hancock	Eco. Dis.	79	15	19%	25%	6%	99	29	29%
Reading	4	Hancock	LEP Current	14	3	21%	25%	4%	17	6	35%
Reading	4	Hancock	At-Risk	29	9	31%	35%	4%	69	18	26%
Reading	4	Hancock	SPED	16	1	6%	8%	2%	10	3	30%

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	Hancock	All	124	57	46%	50%	4%	141	72	51%
Reading	5	Hancock	Hispanic	50	22	44%	55%	11%	43	28	65%
Reading	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hancock	Asian	12	7	58%	62%	4%	9	6	67%
Reading	5	Hancock	African Am.	40	16	40%	55%	15%	66	28	42%
Reading	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hancock	White	15	8	53%	60%	7%	14	6	43%
Reading	5	Hancock	Two or More	6	3	50%	55%	5%	8	3	38%
Reading	5	Hancock	Eco. Dis.	84	34	40%	56%	16%	100	47	47%
Reading	5	Hancock	LEP Current	16	4	25%	30%	5%	22	13	59%
Reading	5	Hancock	At-Risk	64	18	28%	33%	5%	103	48	47%
Reading	5	Hancock	SPED	11	2	18%	25%	7%	21	3	14%
Science	5	Hancock	All	123	28	23%	25%	2%	141	35	25%
Science	5	Hancock	Hispanic	49	13	27%	29%	2%	43	12	28%
Science	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hancock	Asian	12	3	25%	27%	2%	9	4	44%
Science	5	Hancock	African Am.	40	5	13%	25%	12%	66	9	14%
Science	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hancock	White	15	4	27%	32%	5%	14	6	43%
Science	5	Hancock	Two or More	6	2	33%	35%	2%	8	3	38%
Science	5	Hancock	Eco. Dis.	84	13	15%	20%	5%	100	20	20%
Science	5	Hancock	LEP Current	16	1	6%	8%	2%	22	6	27%
Science	5	Hancock	At-Risk	62	7	11%	18%	7%	103	22	21%
Science	5	Hancock	SPED	11	0	0%	10%	10%	21	3	14%

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	Hancock	All	97	3	3%	10%	7%	143	15	10%
Math	3	Hancock	Hispanic	37	2	5%	10%	5%	55	5	9%
Math	3	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Hancock	Asian	5	1	20%	25%	5%	13	5	38%
Math	3	Hancock	African Am.	41	0	0%	10%	10%	44	2	5%
Math	3	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Hancock	White	11	0	0%	10%	10%	23	3	13%
Math	3	Hancock	Two or More	*	*	*	*	*	8	0	0%
Math	3	Hancock	Eco. Dis.	76	3	4%	10%	6%	104	8	8%
Math	3	Hancock	LEP Current	18	1	6%	10%	4%	16	4	25%
Math	3	Hancock	At-Risk	55	3	5%	10%	5%	88	7	8%
Math	3	Hancock	SPED	8	0	0%	2%	2%	16	0	0%
Math	4	Hancock	All	109	11	10%	12%	2%	119	6	5%
Math	4	Hancock	Hispanic	37	6	16%	18%	2%	37	1	3%
Math	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hancock	Asian	8	1	13%	15%	2%	8	2	25%
Math	4	Hancock	African Am.	44	1	2%	10%	8%	61	2	3%
Math	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hancock	White	15	2	13%	15%	2%	11	1	9%
Math	4	Hancock	Two or More	*	*	*	*	*	*	*	*
Math	4	Hancock	Eco. Dis.	79	4	5%	10%	5%	99	2	2%
Math	4	Hancock	LEP Current	14	1	7%	10%	3%	17	3	18%
Math	4	Hancock	At-Risk	29	4	14%	15%	1%	69	4	6%
Math	4	Hancock	SPED	16	1	6%	8%	2%	10	0	0%
Math	5	Hancock	All	123	8	7%	10%	3%	141	16	11%
Math	5	Hancock	Hispanic	50	4	8%	10%	2%	43	4	9%
Math	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hancock	Asian	12	1	8%	10%	2%	9	3	33%
Math	5	Hancock	African Am.	40	1	3%	10%	7%	66	5	8%
Math	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hancock	White	15	1	7%	10%	3%	14	2	14%
Math	5	Hancock	Two or More	5	1	20%	24%	4%	8	2	25%
Math	5	Hancock	Eco. Dis.	83	4	5%	10%	5%	100	8	8%
Math	5	Hancock	LEP Current	16	0	0%	10%	10%	22	0	0%
Math	5	Hancock	At-Risk	63	1	2%	10%	8%	103	6	6%
Math	5	Hancock	SPED	11	0	0%	2%	2%	21	1	5%

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	Hancock	All	97	7	7%	15%	8%	143	40	28%
Reading	3	Hancock	Hispanic	37	4	11%	15%	4%	55	10	18%
Reading	3	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Hancock	Asian	5	1	20%	25%	5%	13	7	54%
Reading	3	Hancock	African Am.	41	1	2%	15%	13%	44	11	25%
Reading	3	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Hancock	White	11	0	0%	15%	15%	23	9	39%
Reading	3	Hancock	Two or More	*	*	*	*	*	8	3	38%
Reading	3	Hancock	Eco. Dis.	76	5	7%	15%	8%	104	23	22%
Reading	3	Hancock	LEP Current	18	1	6%	15%	9%	16	6	38%
Reading	3	Hancock	At-Risk	55	3	5%	15%	10%	88	16	18%
Reading	3	Hancock	SPED	8	0	0%	2%	2%	16	1	6%
Reading	4	Hancock	All	108	13	12%	15%	3%	119	13	11%
Reading	4	Hancock	Hispanic	37	5	14%	18%	4%	37	3	8%
Reading	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hancock	Asian	8	1	13%	15%	2%	8	3	38%
Reading	4	Hancock	African Am.	43	4	9%	15%	6%	61	6	10%
Reading	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hancock	White	15	2	13%	15%	2%	11	1	9%
Reading	4	Hancock	Two or More	*	*	*	*	*	*	*	*
Reading	4	Hancock	Eco. Dis.	79	7	9%	15%	6%	99	11	11%
Reading	4	Hancock	LEP Current	14	1	7%	15%	8%	17	3	18%
Reading	4	Hancock	At-Risk	29	6	21%	25%	4%	69	5	7%
Reading	4	Hancock	SPED	16	0	0%	2%	2%	10	1	10%
Reading	5	Hancock	All	124	31	25%	30%	5%	141	37	26%
Reading	5	Hancock	Hispanic	50	12	24%	28%	4%	43	15	35%
Reading	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hancock	Asian	12	4	33%	45%	12%	9	5	56%
Reading	5	Hancock	African Am.	40	8	20%	30%	10%	66	12	18%
Reading	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hancock	White	15	4	27%	35%	8%	14	2	14%
Reading	5	Hancock	Two or More	6	3	50%	60%	10%	8	2	25%
Reading	5	Hancock	Eco. Dis.	84	20	24%	35%	11%	100	21	21%
Reading	5	Hancock	LEP Current	16	1	6%	10%	4%	22	8	36%
Reading	5	Hancock	At-Risk	64	8	13%	15%	2%	103	22	21%
Reading	5	Hancock	SPED	11	0	0%	2%	2%	21	2	10%

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	Hancock	All	123	7	6%	10%	4%	141	12	9%
Science	5	Hancock	Hispanic	49	3	6%	10%	4%	43	2	5%
Science	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hancock	Asian	12	1	8%	10%	2%	9	1	11%
Science	5	Hancock	African Am.	40	1	3%	10%	7%	66	3	5%
Science	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hancock	White	15	1	7%	10%	3%	14	3	21%
Science	5	Hancock	Two or More	6	1	17%	20%	3%	8	2	25%
Science	5	Hancock	Eco. Dis.	84	4	5%	10%	5%	100	4	4%
Science	5	Hancock	LEP Current	16	0	0%	10%	10%	22	1	5%
Science	5	Hancock	At-Risk	62	1	2%	10%	8%	103	6	6%
Science	5	Hancock	SPED	11	0	0%	2%	2%	21	1	5%

Hancock

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 44% to 54% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
44%	46%	48%	51%	54%

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	34%	45%							41%		56%	47%	35%
2022	36%	47%	NA	NA	NA	NA	NA	NA	43%	NA	58%	49%	37%
2023	38%	49%	NA	NA	NA	NA	NA	NA	45%	NA	60%	51%	39%
2024	41%	52%	NA	NA	NA	NA	NA	NA	48%	NA	63%	54%	42%
2025	44%	55%	NA	NA	NA	NA	NA	NA	51%	NA	66%	57%	45%

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 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

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	32%	43%							42%		63%	45%	38%
2022	34%	45%	NA	NA	NA	NA	NA	NA	44%	NA	65%	47%	40%
2023	36%	47%	NA	NA	NA	NA	NA	NA	46%	NA	67%	49%	42%
2024	39%	50%	NA	NA	NA	NA	NA	NA	49%	NA	70%	52%	45%
2025	42%	53%	NA	NA	NA	NA	NA	NA	52%	NA	73%	55%	48%

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.