

# **Cypress-Fairbanks Independent School District**

## **Hemmenway Elementary School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

We are committed to engaging our staff, students and the community to collaboratively develop students who are educated and think critically to become productive, global citizens and lifelong learners.

## Vision

Equipping our students with the tools to shape the future

## PBIS

At Hemmenway, we are committed to improving academic and behavioral outcomes for every student. PBIS helps us ensure that all students have access to the most effective and accurately implemented instructional and behavioral practices/interventions, because we have an operational framework for achieving these outcomes. This year, our students are earning Tiger Bucks for following ROARS (Responsibility, Ownership, Accepting, Respectful, Safe) matrix in various areas throughout the building and on school grounds.

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# Comprehensive Needs Assessment

Revised/Approved: September 22, 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: Our CPOC meets. Data is presented based on content areas and goals. The members of CPOC are divided up to look at data. We use the problem statement/root cause strategy to narrow down our campus focus. Strategies are then discussed and posted in the CIP.

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: Upon reviewing the data of our campus, CPOC concluded that the areas of focus for our campus will be differentiated literacy instruction, adding value in math instruction that adds value each year, writing across all grade levels and content areas, oral language and vocabulary development while meeting the diverse needs of our students

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

**Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders:** The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

**Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision:** The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

**Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language:** The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

*In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.*

*All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.*

*When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:*

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

*Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.*

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and the local Walmart and Kroger stores.

# 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 Targeted Support and Improvement in the following area(s): White (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 2020-2021 data:

- Our 3rd grade students scored higher with 69% on Reading STAAR than three of our cluster schools.
- Our 4th grade students scored higher with 62% on Reading STAAR than two of our cluster schools.
- Our 5th grade students scored higher with 77% on Reading STAAR than four of our cluster schools.
- Our 4th grade students scored higher with 53% on Writing STAAR than four of our cluster schools.
- Our 3rd grade students scored higher with 59% on Math STAAR than four of our cluster schools.
- Our 4th grade students scored higher with 45% on Math STAAR than three of our cluster schools.
- Our 5th grade students scored higher with 63% on Math STAAR than two of our cluster schools.
- Our 5th grade students scored higher with 68% on Science STAAR than three of our cluster schools.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Reading: The LEP and Sped. population are performing lower than all other populations. **Root Cause:** Reading: We are not consistently implementing vertically aligned strategies throughout all classrooms.

**Problem Statement 2:** Writing: The LEP and Sped. populations are performing lower than all other populations. **Root Cause:** Writing: We are focusing on larger populations instead of differentiating for all learners to meet individual writing needs in all classrooms.

**Problem Statement 3:** Math: The Sped. population is performing lower than all other populations. **Root Cause:** Math: We are not consistently implementing vertically aligned strategies throughout all classrooms.

**Problem Statement 4:** Science: Our LEP population is performing lower than all other populations. **Root Cause:** Science: We are not integrating vocabulary throughout other subjects and through critical writing opportunities.

**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:** Targeted Support and Improvement Reading (data based on 2018-19 identification): Our White population is not meeting the 60% Academic Achievement Meets target. **Root Cause:** Targeted Support and Improvement Reading: We are not looking at our White student population as a focus group when targeting effective small group instruction.

**Problem Statement 8:** Targeted Support and Improvement Math (data based on 2018-19 identification): Our White population is not meeting the 59% Academic Achievement Meets target. **Root Cause:** Targeted Support and Improvement Math: We are not looking at our White student population as a focus group when developing effective first instruction in planning.

# School Culture and Climate

## School Culture and Climate Strengths

### Student Attendance:

- Teachers and staff understand the importance of verifying attendance, especially those on CFISD Connect. Teachers are on board about calling parents of students that are absent or not logging on to explain the importance of scheduling appointments outside of school hours, having daily engagement and explaining instructional impact.
- We will continue with our campus attendance incentive program for both students and staff.

### Restorative Discipline:

- Teacher buy-in with 5:1 positive praise for students.
- Self-manager badge program
- Use of positive office referrals to encourage appropriate behavior
- Teachers modeling conversations with consistent vocabulary campus-wide.

### Campus Safety:

- Fall semester campus crisis drills complete.
- Secure campus vestibule.
- All campus safety initiatives complete.
- No visitors this school year due to COVID-19.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Our AA students are disproportionately involved in DMC and OSS disciplinary actions. **Root Cause:** School Culture and Climate: Our teaching does not fit the learning style of all our students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

- Retention of staff is still a strength, although we have many more new staff members this year to added allocations; both teachers and paraprofessionals.
- There were over 20 employees in the district that placed Hemmenway as a campus they wanted to transfer to on their transfer application.
- Staff members hired are highly qualified with exceptional references.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: There is a high absence number of staff absences with limited subs available. **Root Cause:** Teacher/Paraprofessional Attendance: Work demands and the stress of teaching during a pandemic has created mental and health concerns resulting in absences.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

- Opportunities for parents to volunteer at the campus for WatchDOGS, Moms with HEART, library support and field trips.
- Introduction of Parent Coffees with Dr. Silliman to share concerns and discuss solutions.
- Opportunities for parents to attend various campus events (Literacy Night, Pictures with Santa, Father/Daughter Dance, STEM Night, Mom and Me Movie Night etc.)
- Increased attendance at Back to School Nights, parent conferences, Tiger Express

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: With limited visitors allowed in the building due to COVID-19, parent engagement is different. **Root Cause:** Parent and Community Engagement: We are having to seek new opportunities and build creative solutions to engage parents virtually and on-campus with limited numbers.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Targeted support Identification data

## Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

Hemmenway Elementary School  
Generated by Plan4Learning.com

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- TTESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Teachers will implement differentiated instruction based on research-based training and practices that enhances vocabulary and comprehension through small group lessons, purposeful read alouds, content-specific and reportable technology, and campus-created activities modified to meet individual and class needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Extra duty pay for Tutoring and ARIP intervention - Title I - \$7,500, Library Books - Title I - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Teachers will focus on revision and editing instruction using Patterns of Power to guide and enhance overall writing skills of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Students will have opportunities to write daily across content areas as modeled by teachers with emphasis on academic vocabulary, writing fluency, organization and the addition of details and elaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			

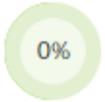
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: teachers will implement guided math instruction while building upon skills taught in previous grade levels, targeting individual skill deficits, and utilizing hands-on instruction to engage students and enhance process thinking to meet the educational needs of CFISD Connect and face-to-face students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p> <p><b>Funding Sources:</b> Extra duty pay for Tutoring / AMIP Intervention - Title I - \$7,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: Teachers will implement hands-on instruction, activities and experiments focusing on vocabulary development and student inquiry skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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 tutoring, intervention, growth opportunities, enrichment and reteaching of concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Interventionists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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: Action Based Learning Lab that will focus on Social/Emotional Learning and before/after school enrichment activities. An outdoor educational environment will be created so that students can extend their learning beyond the classroom walls.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, ABL teachers, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Outdoor educational environment - Title I - \$3,975.62</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Deepen understanding of and address specific academic needs of the LEP, AA and Sped. student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses: Through extended day planning, additional math technology, staff development opportunities, a Testing Coordinator, an SGRI interventionist, additional instructional specialist, campus tools that enhance instruction and engagement of instructional delivery (i.e., poster maker, cricut and die cut accessories), a behavioral interventionist and the purchase of PBIS rewards, the campus will be able to meet the academic and behavioral needs of all students resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p> <p><b>Funding Sources:</b> Staff Development Opportunities Specific to Teacher Need - Title I - \$6,000, Substitutes for Extended day Planning - Title I - \$1,500, Education Galaxy Program Purchase - Title I - \$4,400, Instructional Specialist - Title I - \$70,000, SGRI Intervention .5 Personnel - Title I - \$40,000, Testing Coordinator - Title I - \$70,000, Behavioral Interventionist - Title I - \$70,000, PBIS Rewards - Title I - \$5,000, Poster Maker - \$4,999, Cricut Machine - \$500, Die Cut Accessories - \$2,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2: ESSER III:** Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Spring tutorials before STAAR (4 months)</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in the extended day program will score at the Approaches level or higher on the reading and math STAAR in spring 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hire a core content area interventionist: Bilingual Interventionist</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, 90% of all students classified as bilingual in grades 2nd-5th grade will be reading on or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will attend the Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> K-3 Teachers attending the TEA Reading Academy from June 2021-November 2021 will have 90% of their students reading on or above grade level at the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will implement "Do the Math" program.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data tables</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Math Workbooks - ESSER III - \$6,421.52</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in Closing the Gap instructional activities for 30 minutes a day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow, at least a year, in both reading and math skills, as assessed by EOY assessments and/or STARR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, Teachers, Principal</p> <p><b>Funding Sources:</b> Curriculum instructional consumables &amp; materials that include science experiment materials, math manipulatives, intervention consumables etc., - Special Allotment: Compensatory Education - \$4,379</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: Targeted Support and Improvement:** 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 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58%)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted Support and Improvement Reading: All ELA teachers will be participating in extended day planning sessions to effectively plan for instruction based on the most current student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Specialists Assistant Principals Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Targeted Support and Improvement Math: All math teachers will be supported in their planning sessions and will prepare for planning using preplanning documents to effectively modify instruction to meet student needs and deliver quality instruction based on current data.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Specialists Assistant Principals Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> The campus will participate in all campus crisis drills, comply with district policies for safety actions and implement Project Safety lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Admin. Team Members</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 98%.

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: The campus will highlight and recognize students with perfect attendance each nine weeks through a campus-wide attendance incentive program.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 98%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Teachers, Attendance Committee Members</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> Staff will have consistent training of restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide book study on Strategies for Successful Classroom Management.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: In School Suspensions:</b> The campus will be focus on social/emotional learning strategies in the Action Based Learning Lab. Students will have opportunities to practice anger management strategies, conflict resolution skills, and appropriate emotional regulation techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavioral Interventionists, Resource Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> The campus will implement a continuum of discipline consequences with interventions and specific strategies utilized prior to a suspension placement being made. Individual student support plans will be created to support students struggling behaviorally.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee, Behavioral Interventionists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Special Opportunity School (SOS) Placements:</b> The campus will analyze discipline data and implement behavioral support through parent conferences, student contracts, district support and social/emotional groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Behavioral Interventionists, PBIS Committee, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) everyday in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Behavioral Interventionists, Counselors</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 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</p>	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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our monthly squad challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Principal</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 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Campus Staff will have the opportunity to attend various trainings that meet their specific learning needs. These trainings include, but are not limited to, Patterns of Power, Models Schools Conference, Guided Math, Growth Mindset training, Schoology and Zoom and Virtual Learner Engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase by 20% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Money reserved for Staff Development Trainings/Conferences - Title I - \$10,000</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 15%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: The campus will form a parental involvement committee to discuss ideas on how best to engage parents. Events will include school to home success presentations, Literacy and Math Night and a variety of parent involvement events and incentives to encourage parent attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Involvement Committee, Counselors, Assistant Principals</p> <p><b>Funding Sources:</b> PAFE Supplies - Title I - \$34,600</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Walmart and Kroger, as we have no apartment complexes in our zoned community.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Title I Campus:</b></p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. October 6, November 3 &amp; 4, February 15th</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</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 Hemmenway Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

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

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## Personnel for Hemmenway Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Aide Instructional	1
1 position	Teacher	1
1 position	Instructional Specialist	1
2 positions	Reaching Enrichment/SGRI 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	Liaison	Parent/Community Engagement	1
Staff	Interventionist	Behavioral / Lab	1
Staff	Teacher	Intervention	.5
Staff	Testing Coordinator	Assessment	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Math Workbooks		\$6,421.52
<b>Sub-Total</b>					\$6,421.52
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra duty pay for Tutoring and ARIP intervention		\$7,500.00
1	1	1	Library Books		\$5,000.00
1	1	4	Extra duty pay for Tutoring / AMIP Intervention		\$7,500.00
1	1	7	Outdoor educational environment		\$3,975.62
1	1	8	Testing Coordinator		\$70,000.00
1	1	8	Substitutes for Extended day Planning		\$1,500.00
1	1	8	SGRI Intervention .5 Personnel		\$40,000.00
1	1	8	PBIS Rewards		\$5,000.00
1	1	8	Behavioral Interventionist		\$70,000.00
1	1	8	Education Galaxy Program Purchase		\$4,400.00
1	1	8	Staff Development Opportunities Specific to Teacher Need		\$6,000.00
1	1	8	Instructional Specialist		\$70,000.00
3	2	1	Money reserved for Staff Development Trainings/Conferences		\$10,000.00
4	1	1	PAFE Supplies		\$34,600.00
<b>Sub-Total</b>					\$335,475.62
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Curriculum instructional consumables & materials that include science experiment materials, math manipulatives, intervention consumables etc.,		\$4,379.00
<b>Sub-Total</b>					\$4,379.00

# 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	Hemmenway	All	150	89	59%	70%	11%	165	98	59%
Math	3	Hemmenway	Hispanic	88	55	63%	70%	7%	87	51	59%
Math	3	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Hemmenway	Asian	6	5	83%	90%	7%	9	8	89%
Math	3	Hemmenway	African Am.	41	23	56%	70%	14%	53	32	60%
Math	3	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Hemmenway	White	8	5	63%	70%	7%	11	4	36%
Math	3	Hemmenway	Two or More	6	1	17%	70%	53%	5	3	60%
Math	3	Hemmenway	Eco. Dis.	113	61	54%	70%	16%	125	72	58%
Math	3	Hemmenway	LEP Current	42	27	64%	70%	6%	48	24	50%
Math	3	Hemmenway	At-Risk	133	79	59%	70%	11%	122	64	52%
Math	3	Hemmenway	SPED	10	1	10%	70%	60%	7	1	14%
Math	4	Hemmenway	All	164	73	45%	70%	25%	173	126	73%
Math	4	Hemmenway	Hispanic	94	35	37%	70%	33%	104	80	77%
Math	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hemmenway	Asian	8	7	88%	90%	2%	7	6	86%
Math	4	Hemmenway	African Am.	50	22	44%	70%	26%	46	29	63%
Math	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hemmenway	White	9	7	78%	80%	2%	8	8	100%
Math	4	Hemmenway	Two or More	*	*	*	*	*	5	2	40%
Math	4	Hemmenway	Eco. Dis.	134	55	41%	70%	29%	136	98	72%
Math	4	Hemmenway	LEP Current	44	13	30%	70%	40%	53	41	77%
Math	4	Hemmenway	At-Risk	83	34	41%	70%	29%	126	90	71%
Math	4	Hemmenway	SPED	18	1	6%	70%	64%	20	0	0%
Math	5	Hemmenway	All	158	100	63%	70%	7%	174	103	59%
Math	5	Hemmenway	Hispanic	89	57	64%	70%	6%	96	53	55%
Math	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hemmenway	Asian	6	5	83%	90%	7%	8	7	88%
Math	5	Hemmenway	African Am.	45	29	64%	70%	6%	59	34	58%
Math	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hemmenway	White	14	9	64%	70%	6%	7	6	86%
Math	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Math	5	Hemmenway	Eco. Dis.	124	73	59%	70%	11%	138	75	54%
Math	5	Hemmenway	LEP Current	41	20	49%	70%	21%	48	23	48%
Math	5	Hemmenway	At-Risk	109	60	55%	70%	15%	135	74	55%
Math	5	Hemmenway	SPED	10	3	30%	70%	40%	20	2	10%

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	Hemmenway	All	149	103	69%	70%	1%	165	124	75%
Reading	3	Hemmenway	Hispanic	88	61	69%	70%	1%	87	68	78%
Reading	3	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	Asian	6	5	83%	85%	2%	9	8	89%
Reading	3	Hemmenway	African Am.	40	25	63%	70%	7%	53	37	70%
Reading	3	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	White	8	8	100%	100%	0%	11	7	64%
Reading	3	Hemmenway	Two or More	6	3	50%	70%	20%	5	4	80%
Reading	3	Hemmenway	Eco. Dis.	112	75	67%	70%	3%	125	91	73%
Reading	3	Hemmenway	LEP Current	42	24	57%	70%	13%	48	30	63%
Reading	3	Hemmenway	At-Risk	132	90	68%	70%	2%	122	89	73%
Reading	3	Hemmenway	SPED	10	0	0%	70%	70%	7	1	14%
Reading	4	Hemmenway	All	163	101	62%	70%	8%	173	141	82%
Reading	4	Hemmenway	Hispanic	93	52	56%	70%	14%	104	88	85%
Reading	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	Asian	8	8	100%	100%	0%	7	6	86%
Reading	4	Hemmenway	African Am.	50	32	64%	70%	6%	46	34	74%
Reading	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	White	9	7	78%	80%	2%	8	8	100%
Reading	4	Hemmenway	Two or More	*	*	*	*	*	5	2	40%
Reading	4	Hemmenway	Eco. Dis.	134	78	58%	70%	12%	136	111	82%
Reading	4	Hemmenway	LEP Current	44	14	32%	70%	38%	53	40	75%
Reading	4	Hemmenway	At-Risk	83	46	55%	70%	15%	126	96	76%
Reading	4	Hemmenway	SPED	18	2	11%	70%	59%	20	5	25%
Reading	5	Hemmenway	All	158	121	77%	80%	3%	174	126	72%
Reading	5	Hemmenway	Hispanic	89	68	76%	80%	4%	96	67	70%
Reading	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	Asian	6	5	83%	90%	7%	8	8	100%
Reading	5	Hemmenway	African Am.	45	34	76%	80%	4%	59	41	69%
Reading	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	White	14	12	86%	90%	4%	7	7	100%
Reading	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	Eco. Dis.	124	90	73%	80%	7%	138	96	70%
Reading	5	Hemmenway	LEP Current	41	23	56%	70%	14%	48	28	58%
Reading	5	Hemmenway	At-Risk	109	75	69%	70%	1%	135	96	71%
Reading	5	Hemmenway	SPED	10	4	40%	70%	30%	20	3	15%

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	Hemmenway	All	158	107	68%	70%	2%	174	114	66%
Science	5	Hemmenway	Hispanic	89	61	69%	70%	1%	96	59	61%
Science	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hemmenway	Asian	6	5	83%	90%	7%	8	7	88%
Science	5	Hemmenway	African Am.	45	28	62%	70%	8%	60	39	65%
Science	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hemmenway	White	14	13	93%	100%	7%	7	6	86%
Science	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Science	5	Hemmenway	Eco. Dis.	125	79	63%	70%	7%	139	84	60%
Science	5	Hemmenway	LEP Current	41	19	46%	70%	24%	48	22	46%
Science	5	Hemmenway	At-Risk	109	63	58%	70%	12%	135	86	64%
Science	5	Hemmenway	SPED	10	3	30%	70%	40%	20	4	20%

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	Hemmenway	All	164	41	25%	30%	5%	173	62	36%
Math	4	Hemmenway	Hispanic	94	15	16%	20%	4%	104	42	40%
Math	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hemmenway	Asian	8	6	75%	80%	5%	7	3	43%
Math	4	Hemmenway	African Am.	50	14	28%	30%	2%	46	10	22%
Math	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hemmenway	White	9	5	56%	60%	4%	8	5	63%
Math	4	Hemmenway	Two or More	*	*	*	*	*	5	1	20%
Math	4	Hemmenway	Eco. Dis.	134	30	22%	30%	8%	136	45	33%
Math	4	Hemmenway	LEP Current	44	5	11%	20%	9%	53	16	30%
Math	4	Hemmenway	At-Risk	83	16	19%	20%	1%	126	39	31%
Math	4	Hemmenway	SPED	18	1	6%	10%	4%	20	0	0%
Math	5	Hemmenway	All	158	59	37%	40%	3%	174	55	32%
Math	5	Hemmenway	Hispanic	89	35	39%	40%	1%	96	24	25%
Math	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hemmenway	Asian	6	4	67%	70%	3%	8	6	75%
Math	5	Hemmenway	African Am.	45	14	31%	40%	9%	59	20	34%
Math	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hemmenway	White	14	6	43%	50%	7%	7	3	43%
Math	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Math	5	Hemmenway	Eco. Dis.	124	42	34%	40%	6%	138	38	28%
Math	5	Hemmenway	LEP Current	41	9	22%	30%	8%	48	11	23%
Math	5	Hemmenway	At-Risk	109	33	30%	40%	10%	135	32	24%
Math	5	Hemmenway	SPED	10	1	10%	20%	10%	20	0	0%
Reading	4	Hemmenway	All	163	58	36%	40%	4%	173	104	60%
Reading	4	Hemmenway	Hispanic	93	24	26%	30%	4%	104	64	62%
Reading	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	Asian	8	7	88%	90%	2%	7	6	86%
Reading	4	Hemmenway	African Am.	50	21	42%	50%	8%	46	24	52%
Reading	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	White	9	4	44%	50%	6%	8	7	88%
Reading	4	Hemmenway	Two or More	*	*	*	*	*	5	1	20%
Reading	4	Hemmenway	Eco. Dis.	134	41	31%	40%	9%	136	79	58%
Reading	4	Hemmenway	LEP Current	44	5	11%	20%	9%	53	26	49%
Reading	4	Hemmenway	At-Risk	83	24	29%	30%	1%	126	67	53%
Reading	4	Hemmenway	SPED	18	0	0%	10%	10%	20	0	0%

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	Hemmenway	All	158	78	49%	50%	1%	174	90	52%
Reading	5	Hemmenway	Hispanic	89	42	47%	50%	3%	96	47	49%
Reading	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	Asian	6	4	67%	70%	3%	8	7	88%
Reading	5	Hemmenway	African Am.	45	24	53%	60%	7%	59	29	49%
Reading	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	White	14	8	57%	60%	3%	7	4	57%
Reading	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	Eco. Dis.	124	58	47%	50%	3%	138	63	46%
Reading	5	Hemmenway	LEP Current	41	12	29%	30%	1%	48	16	33%
Reading	5	Hemmenway	At-Risk	109	39	36%	40%	4%	135	63	47%
Reading	5	Hemmenway	SPED	10	1	10%	20%	10%	20	0	0%
Science	5	Hemmenway	All	158	59	37%	40%	3%	174	60	34%
Science	5	Hemmenway	Hispanic	89	32	36%	40%	4%	96	29	30%
Science	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hemmenway	Asian	6	4	67%	70%	3%	8	5	63%
Science	5	Hemmenway	African Am.	45	16	36%	40%	4%	60	21	35%
Science	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hemmenway	White	14	7	50%	60%	10%	7	3	43%
Science	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Science	5	Hemmenway	Eco. Dis.	125	39	31%	40%	9%	139	43	31%
Science	5	Hemmenway	LEP Current	41	8	20%	30%	10%	48	11	23%
Science	5	Hemmenway	At-Risk	109	28	26%	30%	4%	135	36	27%
Science	5	Hemmenway	SPED	10	1	10%	20%	10%	20	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	Hemmenway	All	150	8	5%	10%	5%	165	18	11%
Math	3	Hemmenway	Hispanic	88	5	6%	10%	4%	87	9	10%
Math	3	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Hemmenway	Asian	6	1	17%	20%	3%	9	1	11%
Math	3	Hemmenway	African Am.	41	1	2%	10%	8%	53	7	13%
Math	3	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Hemmenway	White	8	1	13%	20%	7%	11	0	0%
Math	3	Hemmenway	Two or More	6	0	0%	10%	10%	5	1	20%
Math	3	Hemmenway	Eco. Dis.	113	3	3%	10%	7%	125	11	9%
Math	3	Hemmenway	LEP Current	42	2	5%	10%	5%	48	5	10%
Math	3	Hemmenway	At-Risk	133	6	5%	10%	5%	122	13	11%
Math	3	Hemmenway	SPED	10	0	0%	10%	10%	7	0	0%
Math	4	Hemmenway	All	164	22	13%	20%	7%	173	30	17%
Math	4	Hemmenway	Hispanic	94	7	7%	10%	3%	104	18	17%
Math	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Hemmenway	Asian	8	6	75%	80%	5%	7	3	43%
Math	4	Hemmenway	African Am.	50	5	10%	20%	10%	46	4	9%
Math	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Hemmenway	White	9	3	33%	40%	7%	8	4	50%
Math	4	Hemmenway	Two or More	*	*	*	*	*	5	1	20%
Math	4	Hemmenway	Eco. Dis.	134	14	10%	20%	10%	136	19	14%
Math	4	Hemmenway	LEP Current	44	1	2%	10%	8%	53	4	8%
Math	4	Hemmenway	At-Risk	83	8	10%	20%	10%	126	18	14%
Math	4	Hemmenway	SPED	18	0	0%	10%	10%	20	0	0%
Math	5	Hemmenway	All	158	28	18%	20%	2%	174	24	14%
Math	5	Hemmenway	Hispanic	89	14	16%	20%	4%	96	13	14%
Math	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Hemmenway	Asian	6	4	67%	70%	3%	8	3	38%
Math	5	Hemmenway	African Am.	45	5	11%	20%	9%	59	5	8%
Math	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Hemmenway	White	14	5	36%	40%	4%	7	1	14%
Math	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Math	5	Hemmenway	Eco. Dis.	124	17	14%	20%	6%	138	16	12%
Math	5	Hemmenway	LEP Current	41	4	10%	20%	10%	48	6	13%
Math	5	Hemmenway	At-Risk	109	15	14%	20%	6%	135	13	10%
Math	5	Hemmenway	SPED	10	1	10%	20%	10%	20	0	0%

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**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Hemmenway	All	149	22	15%	20%	5%	165	43	26%
Reading	3	Hemmenway	Hispanic	88	12	14%	20%	6%	87	22	25%
Reading	3	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	Asian	6	2	33%	40%	7%	9	3	33%
Reading	3	Hemmenway	African Am.	40	7	18%	20%	2%	53	16	30%
Reading	3	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	White	8	0	0%	10%	10%	11	1	9%
Reading	3	Hemmenway	Two or More	6	1	17%	20%	3%	5	1	20%
Reading	3	Hemmenway	Eco. Dis.	112	10	9%	10%	1%	125	32	26%
Reading	3	Hemmenway	LEP Current	42	2	5%	10%	5%	48	9	19%
Reading	3	Hemmenway	At-Risk	132	16	12%	20%	8%	122	27	22%
Reading	3	Hemmenway	SPED	10	0	0%	10%	10%	7	0	0%
Reading	4	Hemmenway	All	163	27	17%	20%	3%	173	62	36%
Reading	4	Hemmenway	Hispanic	93	10	11%	20%	9%	104	36	35%
Reading	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	Asian	8	5	63%	70%	7%	7	4	57%
Reading	4	Hemmenway	African Am.	50	9	18%	20%	2%	46	15	33%
Reading	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	White	9	2	22%	30%	8%	8	5	63%
Reading	4	Hemmenway	Two or More	*	*	*	*	*	5	1	20%
Reading	4	Hemmenway	Eco. Dis.	134	16	12%	20%	8%	136	47	35%
Reading	4	Hemmenway	LEP Current	44	2	5%	10%	5%	53	10	19%
Reading	4	Hemmenway	At-Risk	83	12	14%	20%	6%	126	36	29%
Reading	4	Hemmenway	SPED	18	0	0%	10%	10%	20	0	0%
Reading	5	Hemmenway	All	158	45	28%	30%	2%	174	59	34%
Reading	5	Hemmenway	Hispanic	89	20	22%	30%	8%	96	34	35%
Reading	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	Asian	6	4	67%	70%	3%	8	6	75%
Reading	5	Hemmenway	African Am.	45	16	36%	40%	4%	59	16	27%
Reading	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	White	14	5	36%	40%	4%	7	2	29%
Reading	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	Eco. Dis.	124	34	27%	30%	3%	138	40	29%
Reading	5	Hemmenway	LEP Current	41	3	7%	10%	3%	48	10	21%
Reading	5	Hemmenway	At-Risk	109	20	18%	20%	2%	135	40	30%
Reading	5	Hemmenway	SPED	10	0	0%	10%	10%	20	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	Hemmenway	All	158	26	16%	20%	4%	174	27	16%
Science	5	Hemmenway	Hispanic	89	12	13%	20%	7%	96	12	13%
Science	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Hemmenway	Asian	6	3	50%	60%	10%	8	4	50%
Science	5	Hemmenway	African Am.	45	9	20%	30%	10%	60	9	15%
Science	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Hemmenway	White	14	2	14%	20%	6%	7	1	14%
Science	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*
Science	5	Hemmenway	Eco. Dis.	125	21	17%	27%	10%	139	21	15%
Science	5	Hemmenway	LEP Current	41	1	2%	12%	10%	48	4	8%
Science	5	Hemmenway	At-Risk	109	13	12%	22%	10%	135	14	10%
Science	5	Hemmenway	SPED	10	0	0%	5%	5%	20	0	0%

## Hemmenway

### 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 41% to 51% by June 2025.

#### Yearly Target Goals

2021	2022	2023	2024	2025
41%	43%	45%	48%	51%

#### 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	53%	30%							43%		30%	40%	43%
2022	55%	32%	NA	NA	NA	NA	NA	NA	45%	NA	32%	42%	45%
2023	57%	34%	NA	NA	NA	NA	NA	NA	47%	NA	34%	44%	47%
2024	60%	37%	NA	NA	NA	NA	NA	NA	50%	NA	37%	47%	50%
2025	63%	40%	NA	NA	NA	NA	NA	NA	53%	NA	40%	50%	53%

### 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 35% to 45% by June 2025.

#### Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

#### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	34%	33%							34%		32%	31%	50%
2022	36%	35%	NA	NA	NA	NA	NA	NA	36%	NA	34%	33%	52%
2023	38%	37%	NA	NA	NA	NA	NA	NA	38%	NA	36%	35%	54%
2024	41%	40%	NA	NA	NA	NA	NA	NA	41%	NA	39%	38%	57%
2025	44%	43%	NA	NA	NA	NA	NA	NA	44%	NA	42%	41%	60%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

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

## Mathematics

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

## Science

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

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

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

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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