

# Cypress-Fairbanks Independent School District

## Holbrook Elementary School

2022-2023



# Mission Statement

**At Holbrook, we are a team committed to maintaining an engaging environment in which there are no limits to academic and personal success for all students.**

## Vision

Holbrook students will leave us well educated and ready for what life has to offer.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment:

The comprehensive needs assessment was reviewed and/or revised on the following dates: 5/4/22, 8/17/22, 9/28/22

In summary, the comprehensive needs assessment denotes the following:

- In reading, students are not demonstrating proficiency in reading skills in Kinder - 5th grade. Many students are not reading on grade level. The root cause is believed to be the need to build teacher efficacy in the areas of phonemic awareness, oral language development, small group instruction, and intervention.
- In math, students are performing below target % in 3rd - 5th grade. The root cause is believed to be the need to build teacher efficacy in the area of math small group instruction and vertical alignment.
- In science, students in the Hispanic, African American, Economically Disadvantaged, At Risk, Special Ed, and LEP categories are performing at 59% proficiency or lower. The root cause is believed to be the need to incorporate science lessons with increased hands-on experiments and integration of strategies to target science vocabulary acquisition.
- Students are beginning the 2022-23 school year with learning gaps. 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.
- Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. The root cause is believed to be the need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.
- School Culture and Climate: Student attendance is below 96%. As a campus, we need to provide opportunities that allow students to excel and engage in all areas. (academic, social, clubs, leadership)
- Lack of opportunities for various forms of feedback to help improve performance. Feedback related to employee performance is limited to CFTESS walkthroughs, formal observations, and instructional planning.
- Opportunities for parents to participate in on-campus activities have been minimal. Most activities were academic only in nature. There is a need to increase opportunities for families to purposefully engage in the school community. (Open House, Volunteering, Student Showcase, etc)
- Lack of opportunities for various forms of feedback to help improve performance. Feedback related to employee performance is limited to CFTESS walkthroughs, formal observations, and instructional planning.

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

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

## Improvement Plan.

The Campus Performance Objective Council (CPOC) met on 5/4/22 , 8/17/22, and 9/28/22 to develop the CNA and the strategies. Those meetings were held at Holbrook starting at 4:00pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: In May, the CPOC met to review preliminary STAAR results. Members of the team reviewed the data and identified areas of strength and areas of need. When the CPOC met at the start of the 2022-2023 school year, we reviewed all math & reading data for K-5th grade and 5th grade science data. The team identified areas of strength and areas of growth. Next, the committee identified a problem statement for each content area. After identifying the problem statement, the committee wrote down 20 contributing factors to the problem statement. Then, items that were not within the control of the campus were crossed out. The CPOC then circled the contributing factor that contributed the "Most" to the problem statement. Next, the CPOC members turned the statement into a question and dug deeper by answering the 5 whys.

Based on feedback from the committee, the campus has the following priorities for the current school year:

- In reading, students are not demonstrating proficiency in reading skills in Kinder - 5th grade. Many students are not reading on grade level. The root cause is believed to be the need to build teacher efficacy in the areas of phonemic awareness, oral language development, small group instruction, and intervention.
- In math, students are performing below target % in 3rd - 5th grade. The root cause is believed to be the need to build teacher efficacy in the area of math small group instruction and vertical alignment.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

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

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

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

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

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

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

**Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan**

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State’s assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2021-2022 data:

- 93% of Kindergarten students passed the EOY Math DPM
- 75% of 1st grade students met the passing standard for High Frequency Words on the end of year assessment. This was a 4% increase from the previous year.
- 47% of African American students, 100% of White students, and 62% of Hispanic students met the passing standard for 3rd grade Math STAAR
- All, Hispanic, White, & ED students exceeded the target goal on 3rd Grade STAAR Reading for Masters
- All, African American, Hispanic, White, At Risk, & ED students exceeded the target goal on 4th Grade STAAR Reading for Meets
- 81% of ALL student group in 5th grade met the standard for Reading STAAR
- 25% of Hispanic students scored in the Masters category for 4th grade Reading STAAR
- 29% of 5th grade students scored in the Masters range on the 5th grade Reading STAAR
- 86% of White students scored in the Approaches range of the Science STAAR

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Students are not demonstrating proficiency in reading skills in Kinder - 5th grade. Many students are not reading on grade level. **Root Cause:** RLA: The need to build teacher efficacy in the areas of phonemic awareness, oral language development, small group instruction, and intervention.

**Problem Statement 2:** Math: Students are performing below target % in 3rd - 5th grade. **Root Cause:** Math: The need to build teacher efficacy in the area of math small group instruction and vertical alignment.

**Problem Statement 3:** Science: Students in the Hispanic, African American, Economically Disadvantaged, At Risk, Special Ed, and LEP categories are performing at 59% proficiency or lower. **Root Cause:** Science: The need to incorporate science lessons with increased hands-on experiments and integration of strategies to target science vocabulary acquisition.

**Problem Statement 4:** Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

# School Culture and Climate

## School Culture and Climate Strengths

Our overall student attendance rate for 2022-2023 was 93.8%. Holbrook fosters strong staff and student relationships, which contribute to the successful implementation of restorative practices on our campus. Daily BBR lessons with built in class meetings contribute to a positive student environment. We are continuing the implementation of the Leader in Me program in the 2022-2023 school year.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Student attendance is below 96% **Root Cause:** School Culture and Climate: As a campus, we need to provide opportunities that allow students to excel and engage in all areas. (academic, social, clubs, leadership)

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

The Holbrook staff is committed to meeting students' needs.

The results of the 2021-2022 Employee Perception Survey provided the following information:

- 95% of staff members strongly agree or agree that opportunities exist to think for themselves.
- 92% of staff members strongly agree or agree that opportunities are available to provide input.
- 95% of staff members strongly agree or agree that collaboration is encouraged and practiced.
- 97% of staff members strongly agree or agree that quality work is expected of them
- 92% of staff members strongly agree or agree that staff recognition is built into the school culture.
- 96% of staff members strongly agree or agree that procedures are in place to keep them safe at work

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

**Problem Statement 1:** Lack of opportunities for various forms of feedback to help improve performance. **Root Cause:** Feedback related to employee performance is limited to CFTESS walkthroughs, formal observations, and instructional planning.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Parents respond most readily to direct teacher communication. We have several community organizations that support Holbrook regularly through classroom donations, staff appreciation, and mentoring.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Opportunities for parents to participate in on-campus activities have been minimal. Most activities were academic only in nature. **Root Cause:** Parent and Community Engagement: There is a need to increase opportunities for families to purposefully engage in the school community. (Open House, Volunteering, Student Showcase, etc)

# Goals

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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: All Content Areas:</b></p> <ol style="list-style-type: none"> <li>1) Planning focus will be on the "How" of instruction. Instructional coaches will provide regular feedback and modeling for teachers in order to improve first instructional practices.</li> <li>2) Teachers will participate in extended day planning sessions to collaborate on strategies to support student achievement</li> <li>3) Instructional coaches will provide training for paraprofessionals who are working with student intervention groups.</li> <li>4) Teachers will participate in professional development provided by campus instructional specialist, consultants, district coaches, etc.</li> <li>5) Instructional planning will incorporate student engagement opportunities such as but not limited to small group, discussions, pair/share, small group, and hands-on activities</li> <li>6) Staff members will develop and align systems for teaching and learning.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will effectively implement differentiation into their small group lessons to improve student achievement.</p> <p>Increase in IRLs</p> <p>Improved student scores on assessments</p> <p>Evidence of improved achievement of sub-pops documented in data reports</p> <p>Evidence of increasing percentages of students at the meets and masters level on academic data charts</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Primary Instructional Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</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> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: This time will be utilized to provide intervention in the areas of reading, writing, math, and science through:</p> <ol style="list-style-type: none"> <li>1) Identifying specific skill deficits in students</li> <li>2) Implementing intervention designed to close the skill gaps</li> <li>3) Training teachers and paraprofessionals to provide interventions (phonics, fact fluency, number sense, etc)</li> <li>4) Structuring intervention time to allow interventionists to opportunities to work with small groups of students</li> <li>5) Utilize technology to pre-record intervention rotation to maximize learning time of all students.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Classroom teachers, and Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <ol style="list-style-type: none"> <li>1) Gardening Club</li> <li>2) Choir</li> <li>3) Sports Club (Dierker's Champs)</li> <li>4) Field Trips</li> <li>5) Leader in Me</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Positive learning environment centered on growth mindset</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> At-risk, (African American, Special Education, and Bilingual ) students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses:</p> <p>Meet or exceed the targets in the attached CIP target table.</p> <p>1) Class size reduction teachers in 2nd and 5th grades. This will allow for more direct first time instruction and small group intervention in those grade levels to assist in meeting or exceeding instructional targets.</p> <p>2) Professional development opportunities for staff members to learn strategies that meet the needs of all students in their specific content areas to assist in meeting or exceeding instructional targets.</p> <p>3) Provide opportunities for registration , attendance, and travel for staff conferences will be to build capacity of campus staff and increase knowledge on instructional strategies, coaching, and/or implementing strategies which promote positive and safe learning environment for all student to assist in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>4) Utilize interventionists and temporary workers to provide additional targeted instructional intervention for students to assist in meeting or exceeding instructional targets.</p> <p>5) Provide additional supplies to increase classroom supplies in academic areas including math, science, and reading/writing to assist in meeting or exceeding instructional targets.</p> <p>6) Provide access to technology applications such as but not limited to Education Galaxy, Reading A-Z, Flocabulary, Edpuzzle, and/or Brain Pop to aid in intervention, engagement, and assist in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>7) Providing snacks for assessment days to help students maintain focus on assessment to assist in meeting or exceeding instructional targets.</p> <p>8) Increase student engagement, leadership, and social - emotional learning opportunities.</p> <p>9) We will increase the circulation of library books and provide books to students in order to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</p> <p>10) Provide extra duty pay for teachers who attend professional development, extended day planning, and instructional support sessions designed to assist in meeting or exceeding instructional targets and goals.</p> <p>11) Improve school safety through the purchase of blackout shades and 2 additional radios</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Interventionists, Title I/Testing Coordinator</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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Before/After School Program: tutoring <b>Strategy's Expected Result/Impact:</b> Students, with a tutoring attendance rate of at least 90%, will increase their academic performance to: 90% approaches Increase students scoring at the meets level by 10% from prior year Increase students at the mastery level by 5% from prior year <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets as noted on the attached data tables <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional Staffing: Class size reduction teacher (math/science) <b>Strategy's Expected Result/Impact:</b> Students in 4th grade math / science will increase their academic performance to: 90% approaches Increase students scoring at the meets level by 10% from prior year Increase students at the mastery level by 5% from prior year <b>Staff Responsible for Monitoring:</b> Principal	<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 current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 20%	 55%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will participate in ensuring Holbrook remains a safe campus for all</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, Counselors, PBIS Committee, and Staff 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 Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</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 Principals</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 2022-23 school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b> Holbrook will track the absences and tardies of all students. Assistant principals and counselors will hold attendance conferences as warranted</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96.1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Registrar</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Student Attendance:</b> Attendance contest for grade level with highest percentage of combined attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96.1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Registrar, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Holbrook staff will utilize multiple ways of building positive relationships with students such as but not limited to: class meetings, social contracts, daily social skill lessons, cool down strategies, movement/regroup breaks, and student interest surveys</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: We will provide additional on and off campus professional development opportunities designed to promote positive relationships with SPED African American students. Frequent staffing's will be utilized to develop additional support in the areas of behavior or academics as warranted.</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> Principal, Assistant Principals, Behavior Interventionist, PBIS Committee, Special Education Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: We will provide restorative practices and discipline process training for grade level teams designed to provide additional levels of behavioral intervention prior to a student earning a discipline referral.</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> Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will implement the following professional development opportunities for staff, students, and community: Code of conduct meetings, Project Safety Lessons, BBR Meetings, Safety Drills, Capturing Kids' Hearts, Crisis Prevention, and the use of restorative practices.</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> Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will implement the following professional development opportunities for staff, students, and community: Code of conduct meetings, Project Safety Lessons, Team Time Meetings, Safety Drills, Capturing Kids' Hearts, Crisis Prevention, and the use of restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</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:** Development of Professional Learning Communities: By the end of the 2022-23 school year, 100% of staff members will have the opportunity to serve and provide feedback, input, and recognition for the implementation of the campus mission and vision. Leader in Me, PBIS, and Sunshine Committees.

**Evaluation Data Sources:** Formal and Informal Feedback  
 Committee Participation  
 Professional Development Opportunities  
 "Holbrook Job Fair" - Opportunities for staff members to be involved

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Professional Development opportunities centered on the 7 Habits of Highly Effective People, Communication Skills, DiSC profile <b>Strategy's Expected Result/Impact:</b> Increased staff retention, involvement, and ownership <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2022-23 school year, 100% of teachers will receive job targeted professional development and feedback based on identified needs.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and/or video recordings may be utilized to promote teacher and student growth</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom implementation of professional learning</p> <p>Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved targeted professional development</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress               Accomplished               Continue/Modify               Discontinue			

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

**Performance Objective 1:** By the end of the 2022-23 school year, parent and family engagement will increase by 20%.

**Evaluation Data Sources:** Parent Survey  
 Activity sign-in sheets/records  
 Volunteers hours on campus  
 Parent Involvement on Committees  
 VIPS Board

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Holbrook will send multiple invitations to parents and community members to be part of Holbrook events. Invitations will be sent in English and Spanish. Multiple methods of communication will be utilized in order to increase parent and family engagement. Communication methods such as Scholastic Network, Remind, School Messenger, Smore Newsletters will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

Committee Role	Name	Position
Principal	Becky Mendez	Principal
Classroom Teacher	Jillian Mitchell	PreK Teacher
Classroom Teacher	Alicia Fiorella	Kinder Teacher
Classroom Teacher	Perla Roman	1st Grade Teachers
Classroom Teacher	Sara DeLaTorre	2nd Grade Teacher
Classroom Teacher	Maria DePavia	3rd Teacher
Classroom Teacher	Emily Junek	4th Grade Teacher
Classroom Teacher	Stephanie Harris	5th Grade Teacher
Classroom Teacher	Mary Cabezas-Broadhead	PEAMs Teacher
Administrator	Karri Saxton	Assistant Principal
Administrator	Gwendolyn Fontenette	Assistant Principal
Testing and Title 1 Coordinator	Jeremy Effinger	Testing, Title 1, and Technology Coordinator
Non-classroom Professional	Autumn Allison	Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Linda Macias	Chief Academic Officer
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Laurie Stephens	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Zoe Maksoud	Paraprofessional #1
Paraprofessional	Kem Garza	Paraprofessional #2
Non-classroom Professional	Amber Smith	Instructional Specialist
Non-classroom Professional	Kara Morris	Instructional Specialist
Non-classroom Professional	Laura Garcia	Instructional Specialist
Non-classroom Professional	Charlotte Womack	Behavior Specialist

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Librarian	Lianett Puentes	Librarian
Counselor	Leonor Cardenas	Counselor
Counselor	Nichole Clark	Counselor

# Addendums



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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Holbrook	White	9	9	100%	100%	86%	9	100%	100%	*	6	67%	77%	*
Reading	3	Holbrook	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Holbrook	Eco. Dis.	123	81	66%	80%	72%	54	44%	60%	45%	28	23%	33%	16%
Reading	3	Holbrook	Emergent Bilingual	39	16	41%	65%	61%	10	26%	40%	41%	3	8%	18%	*
Reading	3	Holbrook	At-Risk	101	60	59%	75%	64%	35	35%	55%	35%	16	16%	26%	8%
Reading	3	Holbrook	SPED	23	8	35%	60%	59%	5	22%	45%	24%	4	17%	27%	*
Reading	4	Holbrook	All	118	87	74%	90%	63%	57	48%	60%	31%	25	21%	31%	9%
Reading	4	Holbrook	Hispanic	76	58	76%	90%	58%	38	50%	60%	27%	19	25%	35%	7%
Reading	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holbrook	African Am.	34	21	62%	80%	65%	15	44%	60%	32%	4	12%	22%	*
Reading	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holbrook	White	5	5	100%	100%	100%	2	40%	60%	*	1	20%	30%	*
Reading	4	Holbrook	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Eco. Dis.	107	78	73%	85%	60%	49	46%	60%	30%	19	18%	30%	9%
Reading	4	Holbrook	Emergent Bilingual	33	20	61%	80%	41%	11	33%	50%	*	6	18%	30%	*
Reading	4	Holbrook	At-Risk	84	58	69%	80%	56%	35	42%	55%	22%	17	20%	30%	7%
Reading	4	Holbrook	SPED	17	8	47%	60%	26%	1	6%	16%	*	1	6%	16%	*
Reading	5	Holbrook	All	112	91	81%	90%	72%	56	50%	60%	51%	32	29%	35%	22%
Reading	5	Holbrook	Hispanic	70	56	80%	90%	77%	34	49%	60%	54%	19	27%	37%	24%
Reading	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holbrook	African Am.	32	26	81%	90%	61%	16	50%	60%	42%	7	22%	35%	18%
Reading	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holbrook	White	7	7	100%	100%	*	5	71%	80%	*	5	71%	80%	*
Reading	5	Holbrook	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Eco. Dis.	103	83	81%	90%	72%	51	50%	60%	48%	28	27%	35%	20%
Reading	5	Holbrook	Emergent Bilingual	33	23	70%	85%	59%	12	36%	50%	49%	7	21%	30%	16%
Reading	5	Holbrook	At-Risk	87	67	77%	90%	71%	38	44%	55%	51%	19	22%	30%	19%
Reading	5	Holbrook	SPED	8	4	50%	60%	32%	1	13%	20%	*	0	0%	15%	*
Science	5	Holbrook	All	112	68	61%	80%	55%	34	30%	45%	24%	9	8%	18%	10%
Science	5	Holbrook	Hispanic	70	43	61%	80%	57%	21	30%	45%	30%	4	6%	16%	9%
Science	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holbrook	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holbrook	African Am.	32	18	56%	70%	48%	7	22%	40%	*	2	6%	16%	*
Science	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holbrook	White	7	6	86%	95%	*	5	71%	80%	*	2	29%	35%	*
Science	5	Holbrook	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holbrook	Eco. Dis.	103	61	59%	70%	54%	31	30%	45%	23%	7	7%	17%	9%
Science	5	Holbrook	Emergent Bilingual	33	16	48%	60%	54%	6	18%	30%	24%	1	3%	13%	*
Science	5	Holbrook	At-Risk	87	51	59%	70%	52%	25	29%	40%	22%	4	5%	15%	8%
Science	5	Holbrook	SPED	8	2	25%	40%	*	0	0%	15%	*	0	0%	10%	*

# Early Childhood Literacy Board Outcome Goal

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

		HOLBROOK	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	58%	45%	60%	49%	62%	65%	68%
		Total Number Meets or Higher		37		61			
		Total Number Tested		82		125			
		Points away from or above target		-13		-11			
		Difference from Prior Year				+4			
		Growth from Prior Year				9%			
	African American	Target and Actual Rate	38%	37%	40%	44%	42%	45%	48%
		Total Number Meets or Higher		7		16			
		Total Number Tested		19		36			
		Points away from or above target		-1		+4			
		Difference from Prior Year				+7			
		Growth from Prior Year				19%			
	Hispanic	Target and Actual Rate	62%	46%	64%	44%	66%	69%	72%
		Total Number Meets or Higher		25		35			
		Total Number Tested		54		79			
		Points away from or above target		-16		-20			
		Difference from Prior Year				-2			
		Growth from Prior Year				-4%			
	Eco. Disadv.	Target and Actual Rate	55%	40%	57%	45%	59%	62%	65%
		Total Number Meets or Higher		27		50			
		Total Number Tested		68		111			
		Points away from or above target		-15		-12			
		Difference from Prior Year				+5			
		Growth from Prior Year				13%			
EL (Current & Monitored)	Target and Actual Rate	61%	45%	63%	42%	65%	68%	71%	
	Total Number Meets or Higher		19		23				
	Total Number Tested		42		55				
	Points away from or above target		-16		-21				
	Difference from Prior Year				-3				
	Growth from Prior Year				-7%				
Cont. Enrolled	Target and Actual Rate	61%	45%	63%	48%	65%	68%	71%	
	Total Number Meets or Higher		24		40				
	Total Number Tested		53		83				
	Points away from or above target		-16		-15				
	Difference from Prior Year				+3				
	Growth from Prior Year				7%				
Non-Cont. Enrolled	Target and Actual Rate	53%	45%	55%	50%	57%	60%	63%	
	Total Number Meets or Higher		13		21				
	Total Number Tested		29		42				
	Points away from or above target		-8		-5				
	Difference from Prior Year				+5				
	Growth from Prior Year				11%				

# Early Childhood Math Board Outcome Goal

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

		HOLBROOK	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	51%	35%	53%	25%	55%	58%	61%
		Total Number Meets or Higher		29		32			
		Total Number Tested		82		126			
		Points away from or above target		-16		-28			
		Difference from Prior Year				-10			
		Growth from Prior Year				-29%			
	African American	Target and Actual Rate	31%	21%	33%	14%	35%	38%	41%
		Total Number Meets or Higher		4		5			
		Total Number Tested		19		36			
		Points away from or above target		-10		-19			
		Difference from Prior Year				-7			
		Growth from Prior Year				-33%			
	Hispanic	Target and Actual Rate	55%	39%	57%	24%	59%	62%	65%
		Total Number Meets or Higher		21		19			
		Total Number Tested		54		80			
		Points away from or above target		-16		-33			
		Difference from Prior Year				-15			
		Growth from Prior Year				-38%			
	Eco. Disadv.	Target and Actual Rate	48%	34%	50%	24%	52%	55%	58%
		Total Number Meets or Higher		23		27			
		Total Number Tested		68		112			
		Points away from or above target		-14		-26			
		Difference from Prior Year				-10			
		Growth from Prior Year				-29%			
EL (Current & Monitored)	Target and Actual Rate	56%	48%	58%	25%	60%	63%	66%	
	Total Number Meets or Higher		20		14				
	Total Number Tested		42		55				
	Points away from or above target		-8		-33				
	Difference from Prior Year				-23				
	Growth from Prior Year				-48%				
Cont. Enrolled	Target and Actual Rate	50%	38%	52%	26%	54%	57%	60%	
	Total Number Meets or Higher		20		22				
	Total Number Tested		53		84				
	Points away from or above target		-12		-26				
	Difference from Prior Year				-12				
	Growth from Prior Year				-32%				
Non-Cont. Enrolled	Target and Actual Rate	53%	31%	55%	24%	57%	60%	63%	
	Total Number Meets or Higher		9		10				
	Total Number Tested		29		42				
	Points away from or above target		-22		-31				
	Difference from Prior Year				-7				
	Growth from Prior Year				-23%				

# 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.