

Cypress-Fairbanks Independent School District

Holbrook Elementary School

2021-2022 Campus Improvement Plan



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.

PBIS Matrix- P.A.W.S

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 8
- Parent and Community Engagement 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
- 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. 14
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 21
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 26
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 28
- State Compensatory 30
- Budget for Holbrook Elementary School 31
- Personnel for Holbrook Elementary School 31
- Title I Personnel 31
- Campus Funding Summary 32
- Addendums 34

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: 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 and the front office.

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:

- 81% of Kindergarten students passed the January Math Assessment
- 75% of 1st grade students passed the January Math Assessment
- 71% of 1st grade students met the passing standard for High Frequency Words on the end of year assessment
- 81% of Kindergarten bilingual students met the passing standard for Reading on the end of year assessment
- 46% of African American students, 80% of White students, and 72% of Hispanic students met the passing standard for 3rd grade Math STAAR
- LEP students exceeded the target goal on STAAR Reading for Masters
- White students met the target goal on STAAR Reading for Masters
- 81% of ALL student group in 5th grade met the standard for Reading STAAR
- 87% of Hispanic students, 80% of Eco Dis student group, and 77% of LEP student group met the passing standard for 5th grade Reading STAAR

- 44% of African American students, 54% of Hispanic students, 27% of LEP student group, and 20% of Special Education student groups met the Meets standard for 5th grade Reading STAAR
- All student groups exceeded the target for Masters on the 5th grade Reading STAAR
- 33% of White students scored in the Masters range for 4th grade Math STAAR
- All student groups scored within 10% of each other in the Approaches range on 5th grade Math STAAR
- African American, Hispanic, Economically Disadvantaged, and Special Education students met the targets set for 5th Grade Science STAAR.
- LEP students exceeded the set target on 5th grade Science STAAR by 1%
- Special Education students exceeded the target on the 5th grade Science STAAR for the Meets range
- LEP and Special Education students exceeded the target on the 5th grade Science STAAR for the Masters range

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Students are not demonstrating proficiency in reading skills in Kinder - 5th grade. Many students are not reading on grade level. **Root Cause:** Reading: Lack of phonemic awareness, oral language development, small group instruction, and intervention that is vertically aligned.

Problem Statement 2: Writing: Students writing samples are falling into the basic and below category. **Root Cause:** Writing: Incorporate purposeful small group instruction/intervention for writing. Writing in context and not isolation.

Problem Statement 3: 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 4: Science: Students in the All, Hispanic, African American, Economically Disadvantaged, and LEP categories are performing at 37% 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 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 students are not increasing at the same rate as other sub-pop groups. **Root Cause:** Targeted Support and Improvement Reading: The need to create higher level thinking across campus in order to differentiate and meet the needs of students.

Problem Statement 8: Targeted Support and Improvement Math (data based on 2018-19 identification): Our White students are not increasing at the same rate as our other sub-pop groups. **Root Cause:** Targeted Support and Improvement Math: The need to increase rigor and differentiation in small group activities and more extensions to expand higher level thinking.

School Culture and Climate

School Culture and Climate Strengths

Our overall student attendance rate for 2020-2021 was 93.6%. 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 implementing the Leader in Me program in the 2020-2021 school year.

Due to COVID restrictions in 2020-2021, campus visitors were not allowed. We did provide virtual options for parent/teacher conferences, drive through celebrations, Mobile Food Bank, and Connect student packet and PBIS pick ups.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student attendance decreased by 2.7%. **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 2020-2021 Employee Perception Survey provided the following information:

- 99% of staff members strongly agree or agree that opportunities exist to think for themselves.
- 96% of staff members strongly agree or agree that opportunities are available to provide input.
- 96% 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
- 98% of staff members strongly agree or agree that there are opportunities to discuss concerns with campus administrators.
- 93% of staff members strongly agree or agree that staff recognition is built into the school culture.
- 98% of staff members strongly agree or agree that procedures are in place to keep them safe at work

At the end of 2020-2021, Holbrook had no vacancies.

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)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

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>Strategy 1: All Content Areas:</p> <ol style="list-style-type: none"> 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. 2) Teachers will maintain vertically aligned cumulative data systems and evaluate individual needs of students in Intervention Meetings with Assistant Principal. 3) Teachers will participate in extended day planning sessions to collaborate on strategies to support student achievement 4) Instructional coaches will provide training for paraprofessionals who are working with student intervention groups. 5) Teachers will participate in professional development provided by campus instructional specialist, consultants, district coaches, etc. 6) Content teams will meet regularly to discuss and plan for vertical alignment. 7) Instructional planning will incorporate student engagement opportunities such as but not limited to discussions, pair/share, small group, and hands-on activities <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Primary Instructional Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra Duty Pay for Extended Planning Sessions - Title I - \$6,000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: 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"> 1) Identifying specific skill deficits in students 2) Implementing intervention designed to close the skill gaps 3) Training teachers and paraprofessionals to provide interventions (phonics, fact fluency, number sense, writing, etc) 4) Structuring intervention time to allow interventionists to opportunities to work with small groups of students 5) Utilize technology to pre-record intervention rotation to maximize learning time of all students. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Classroom teachers, and Interventionists</p> <p>Funding Sources: - Title I</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <ol style="list-style-type: none"> 1) Gardening Club 2) Choir 3) Sports Club (Dierker's Champs) 4) Field Trips 5) Leader in Me Program <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Positive learning environment centered on growth mindset</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - Title I - \$50,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Deepen understanding of and address specific academic needs of ALL student groups in an effort to address the needs, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: 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) Salaries will also be provided for a campus testing coordinator and instructional paraprofessional to assist in meeting or exceeding instructional targets.</p> <p>3) 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>4) 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>5) Utilize interventionists and temporary workers to provide additional targeted instructional intervention for students to assist in meeting or exceeding instructional targets.</p> <p>6) 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>7) Provide access to technology applications such as but not limited to Education Galaxy, Reading A-Z, Flocabulary, Edpuzzle, Brain Pop, and PBIS Rewards system to aid in intervention, engagement, and assist in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>8) Providing snacks for assessment days to help students maintain focus on assessment to assist in meeting or exceeding instructional targets.</p> <p>9) Increase student engagement, leadership, and social - emotional learning opportunities.</p> <p>10) 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>11) 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>12) Install a book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Title 1/Testing Coordinator</p>	Formative		
	Nov	Feb	May
			

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: 1) Class size reduction teachers - Title I - \$145,000, 2) Salaries will also be provided for a campus testing coordinator and instructional paraprofessional - Title I - \$66,000, 3) Professional development opportunities - Title I - \$30,000, 5) Utilize interventionists and temporary workers - Title I - \$20,000, 6) Provide additional supplies - Title I - \$35,000, 7) Provide access to technology applications - Title I - \$8,000, 8) Providing snacks - Title I, 10) Library books - Title I - \$10,000, 11) Provide extra duty pay for teachers - Title I - \$10,000, 4) Provide opportunities for registration , attendance, and travel for staff conferences - Title I - \$20,000, Book Vending Machine - Title I - \$4,999



No Progress



Accomplished



Continue/Modify

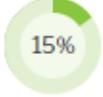


Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide 16 weeks of tutoring during the 2021-2022 school year for students in 1st - 5th grade.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Funding Sources: Bus Transportation - ESSER III - \$3,000, Tutoring Snacks - ESSER III - \$500, Staff Pay for Tutoring - ESSER III - \$23,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will provide 4 STAAR camps for students in 3-5 grade. Our content focus area will be reading, math, and science.</p> <p>Strategy's Expected Result/Impact: Students, with a STAAR camp 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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Funding Sources: Staff Pay for STAAR Camps - ESSER III - \$2,000, Snacks for STAAR Camps - ESSER III - \$500, Supplies for STAAR Camps - ESSER III - \$1,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Class size reduction teacher: Class Size Reduction Teacher for 3rd grade Math/Science.</p> <p>Strategy's Expected Result/Impact: Students in 3rd 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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p> <p>Funding Sources: CSR Teacher Salary - ESSER III - \$70,000</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 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>Strategy 1: Small group instruction and intervention targeted to meet student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Materials and Supplies - Special Allotment: Compensatory Education - \$2,310, Temporary Worker - Special Allotment: Compensatory Education - \$1,268</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>Strategy 1: Targeted Support and Improvement Reading: Language Arts Instructional Specialist will provide training and facilitate deeper data digs in order to have more purposeful planning on using differentiation during small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Language Arts Instructional Specialist.</p> <p>Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: Math Instructional Specialist will provide teacher training on implementing effective strategies such as using number lines, place value charts, monitoring notebook, and small group instruction to promote student understanding of Mathematics.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community</p> <p>Strategy's Expected Result/Impact: Stakeholders will participate in ensuring Holbrook remains a safe campus for all</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, PBIS Committee, and Staff Members</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96.1%.

Evaluation Data Sources: Student attendance records

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

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: 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>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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 staffings will be utilized to develop additional support in the areas of behavior or academics as warranted.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, PBIS Committee, Special Education Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: 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>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee</p> <p>Funding Sources: - Title I</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Development of Professional Learning Communities: By the end of the 2021-2022 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Development opportunities centered on the 7 Habits of Highly Effective People, Communication Skills, DiSC profile Strategy's Expected Result/Impact: Increased staff retention, involvement, and ownership Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I - \$20,000	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 and feedback based on identified needs.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and video recordings may be utilized to promote teacher and student growth</p> <p>Strategy's Expected Result/Impact: Classroom implementation of professional learning</p> <p>Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed.</p> <p>Strategy's Expected Result/Impact: Improved targeted professional development</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 20%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: PAFE Supplies - Title I - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</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): Sommerset Apartments</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. (Sept. 28 5:30pm-6:30pm; Sept. 30 9:30am - 10:30am; Nov. 16 5:30-6:30; Nov. 18 9:30-10:30am; March 22 5:30 - 6:30; March 24 9:30 - 10:30)</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 20% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: PAFE - Title I - \$5,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 487 661 535">  No Progress </div> <div data-bbox="756 487 976 535">  Accomplished </div> <div data-bbox="1071 487 1333 535">  Continue/Modify </div> <div data-bbox="1428 487 1627 535">  Discontinue </div> </div>			

State Compensatory

Budget for Holbrook Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Holbrook Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Aide Instructional	1
1 position	Teacher	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	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	Testing Coordinator	Assessment	.5
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction, Bilingual	1
Staff	Teacher	Class-size Reduction, Bilingual	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Bus Transportation		\$3,000.00
1	2	1	Staff Pay for Tutoring		\$23,000.00
1	2	1	Tutoring Snacks		\$500.00
1	2	2	Supplies for STAAR Camps		\$1,000.00
1	2	2	Snacks for STAAR Camps		\$500.00
1	2	2	Staff Pay for STAAR Camps		\$2,000.00
1	2	3	CSR Teacher Salary		\$70,000.00
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay for Extended Planning Sessions		\$6,000.00
1	1	2			\$0.00
1	1	3			\$50,000.00
1	1	4	3) Professional development opportunities		\$30,000.00
1	1	4	2) Salaries will also be provided for a campus testing coordinator and instructional paraprofessional		\$66,000.00
1	1	4	8) Providing snacks		\$0.00
1	1	4	Book Vending Machine		\$4,999.00
1	1	4	7) Provide access to technology applications		\$8,000.00
1	1	4	5) Utilize interventionists and temporary workers		\$20,000.00
1	1	4	10) Library books		\$10,000.00
1	1	4	1) Class size reduction teachers		\$145,000.00
1	1	4	11) Provide extra duty pay for teachers		\$10,000.00
1	1	4	6) Provide additional supplies		\$35,000.00
1	1	4	4) Provide opportunities for registration , attendance, and travel for staff conferences		\$20,000.00
2	3	5			\$0.00
3	1	1			\$20,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	PAFE Supplies		\$5,000.00
4	1	3	PAFE		\$5,000.00
Sub-Total					\$434,999.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Temporary Worker		\$1,268.00
Sub-Total					\$1,268.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Materials and Supplies		\$2,310.00
Sub-Total					\$2,310.00

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	Holbrook	All	90	60	67%	80%	13%	139	84	60%
Math	3	Holbrook	Hispanic	58	42	72%	85%	13%	89	55	62%
Math	3	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	3	Holbrook	African Am.	24	11	46%	70%	24%	38	18	47%
Math	3	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Holbrook	White	5	4	80%	90%	10%	9	9	100%
Math	3	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	3	Holbrook	Eco. Dis.	76	47	62%	80%	18%	124	72	58%
Math	3	Holbrook	LEP Current	25	18	72%	85%	13%	39	21	54%
Math	3	Holbrook	At-Risk	70	48	69%	80%	11%	102	55	54%
Math	3	Holbrook	SPED	12	6	50%	75%	25%	24	6	25%
Math	4	Holbrook	All	97	42	43%	70%	27%	118	63	53%
Math	4	Holbrook	Hispanic	55	25	45%	70%	25%	76	42	55%
Math	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	4	Holbrook	African Am.	34	14	41%	70%	29%	34	15	44%
Math	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Holbrook	White	6	3	50%	70%	20%	5	3	60%
Math	4	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	4	Holbrook	Eco. Dis.	89	37	42%	70%	28%	107	53	50%
Math	4	Holbrook	LEP Current	25	8	32%	70%	38%	33	17	52%
Math	4	Holbrook	At-Risk	43	17	40%	70%	30%	84	41	49%
Math	4	Holbrook	SPED	10	0	0%	70%	70%	17	3	18%
Math	5	Holbrook	All	101	72	71%	90%	19%	112	69	62%
Math	5	Holbrook	Hispanic	69	51	74%	90%	16%	70	49	70%
Math	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	5	Holbrook	African Am.	25	16	64%	85%	21%	32	15	47%
Math	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Holbrook	White	*	*	*	*	*	7	4	57%
Math	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	5	Holbrook	Eco. Dis.	89	61	69%	85%	16%	103	63	61%
Math	5	Holbrook	LEP Current	22	15	68%	85%	17%	33	21	64%
Math	5	Holbrook	At-Risk	72	52	72%	85%	13%	87	53	61%
Math	5	Holbrook	SPED	10	7	70%	85%	15%	8	3	38%

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	Holbrook	All	90	62	69%	80%	11%	138	94	68%
Reading	3	Holbrook	Hispanic	58	40	69%	80%	11%	88	55	63%
Reading	3	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	3	Holbrook	African Am.	24	15	63%	74%	11%	38	28	74%
Reading	3	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Holbrook	White	5	4	80%	85%	5%	9	9	100%
Reading	3	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	3	Holbrook	Eco. Dis.	76	50	66%	77%	11%	123	81	66%
Reading	3	Holbrook	LEP Current	25	14	56%	70%	14%	39	16	41%
Reading	3	Holbrook	At-Risk	70	46	66%	71%	5%	101	60	59%
Reading	3	Holbrook	SPED	12	4	33%	70%	37%	23	8	35%
Reading	4	Holbrook	All	99	56	57%	72%	15%	118	87	74%
Reading	4	Holbrook	Hispanic	55	34	62%	72%	10%	76	58	76%
Reading	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	4	Holbrook	African Am.	35	18	51%	72%	21%	34	21	62%
Reading	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Holbrook	White	7	4	57%	70%	13%	5	5	100%
Reading	4	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Eco. Dis.	91	52	57%	70%	13%	107	78	73%
Reading	4	Holbrook	LEP Current	25	13	52%	70%	18%	33	20	61%
Reading	4	Holbrook	At-Risk	43	26	60%	70%	10%	84	58	69%
Reading	4	Holbrook	SPED	10	2	20%	70%	50%	17	8	47%
Reading	5	Holbrook	All	100	81	81%	90%	9%	112	91	81%
Reading	5	Holbrook	Hispanic	68	59	87%	90%	3%	70	56	80%
Reading	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	5	Holbrook	African Am.	25	17	68%	85%	17%	32	26	81%
Reading	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Holbrook	White	*	*	*	*	*	7	7	100%
Reading	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Eco. Dis.	88	70	80%	90%	10%	103	83	81%
Reading	5	Holbrook	LEP Current	22	17	77%	90%	13%	33	23	70%
Reading	5	Holbrook	At-Risk	71	57	80%	90%	10%	87	67	77%
Reading	5	Holbrook	SPED	10	5	50%	75%	25%	8	4	50%

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	Holbrook	All	99	66	67%	80%	13%	112	68	61%
Science	5	Holbrook	Hispanic	68	50	74%	80%	6%	70	43	61%
Science	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Science	5	Holbrook	African Am.	24	12	50%	80%	30%	32	18	56%
Science	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Holbrook	White	*	*	*	*	*	7	6	86%
Science	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Science	5	Holbrook	Eco. Dis.	87	56	64%	80%	16%	103	61	59%
Science	5	Holbrook	LEP Current	22	14	64%	80%	16%	33	16	48%
Science	5	Holbrook	At-Risk	70	45	64%	80%	16%	87	51	59%
Science	5	Holbrook	SPED	10	4	40%	70%	30%	8	2	25%

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	Holbrook	All	97	16	16%	26%	10%	118	25	21%
Math	4	Holbrook	Hispanic	55	8	15%	25%	10%	76	18	24%
Math	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	4	Holbrook	African Am.	34	5	15%	25%	10%	34	5	15%
Math	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Holbrook	White	6	3	50%	60%	10%	5	1	20%
Math	4	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	4	Holbrook	Eco. Dis.	89	12	13%	23%	10%	107	19	18%
Math	4	Holbrook	LEP Current	25	2	8%	18%	10%	33	7	21%
Math	4	Holbrook	At-Risk	43	5	12%	22%	10%	84	15	18%
Math	4	Holbrook	SPED	10	0	0%	10%	10%	17	0	0%
Math	5	Holbrook	All	101	40	40%	50%	10%	112	31	28%
Math	5	Holbrook	Hispanic	69	34	49%	59%	10%	70	23	33%
Math	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	5	Holbrook	African Am.	25	4	16%	26%	10%	32	4	13%
Math	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Holbrook	White	*	*	*	*	*	7	3	43%
Math	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	5	Holbrook	Eco. Dis.	89	35	39%	49%	10%	103	26	25%
Math	5	Holbrook	LEP Current	22	7	32%	42%	10%	33	10	30%
Math	5	Holbrook	At-Risk	72	29	40%	50%	10%	87	22	25%
Math	5	Holbrook	SPED	10	2	20%	30%	10%	8	1	13%
Reading	4	Holbrook	All	99	29	29%	35%	6%	118	57	48%
Reading	4	Holbrook	Hispanic	55	17	31%	35%	4%	76	38	50%
Reading	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	4	Holbrook	African Am.	35	10	29%	35%	6%	34	15	44%
Reading	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Holbrook	White	7	2	29%	35%	6%	5	2	40%
Reading	4	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Eco. Dis.	91	27	30%	35%	5%	107	49	46%
Reading	4	Holbrook	LEP Current	25	4	16%	35%	19%	33	11	33%
Reading	4	Holbrook	At-Risk	43	10	23%	35%	12%	84	35	42%
Reading	4	Holbrook	SPED	10	0	0%	15%	15%	17	1	6%

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	Holbrook	All	100	50	50%	60%	10%	112	56	50%
Reading	5	Holbrook	Hispanic	68	37	54%	60%	6%	70	34	49%
Reading	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	5	Holbrook	African Am.	25	11	44%	55%	11%	32	16	50%
Reading	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Holbrook	White	*	*	*	*	*	7	5	71%
Reading	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Eco. Dis.	88	44	50%	60%	10%	103	51	50%
Reading	5	Holbrook	LEP Current	22	6	27%	37%	10%	33	12	36%
Reading	5	Holbrook	At-Risk	71	32	45%	55%	10%	87	38	44%
Reading	5	Holbrook	SPED	10	2	20%	30%	10%	8	1	13%
Science	5	Holbrook	All	99	32	32%	45%	13%	112	34	30%
Science	5	Holbrook	Hispanic	68	25	37%	47%	10%	70	21	30%
Science	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Science	5	Holbrook	African Am.	24	4	17%	27%	10%	32	7	22%
Science	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Holbrook	White	*	*	*	*	*	7	5	71%
Science	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Science	5	Holbrook	Eco. Dis.	87	25	29%	39%	10%	103	31	30%
Science	5	Holbrook	LEP Current	22	5	23%	33%	10%	33	6	18%
Science	5	Holbrook	At-Risk	70	21	30%	40%	10%	87	25	29%
Science	5	Holbrook	SPED	10	3	30%	40%	10%	8	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	Holbrook	All	90	10	11%	21%	10%	139	10	7%
Math	3	Holbrook	Hispanic	58	7	12%	22%	10%	89	7	8%
Math	3	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	3	Holbrook	African Am.	24	2	8%	18%	10%	38	0	0%
Math	3	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Holbrook	White	5	0	0%	10%	10%	9	3	33%
Math	3	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	3	Holbrook	Eco. Dis.	76	9	12%	22%	10%	124	8	6%
Math	3	Holbrook	LEP Current	25	3	12%	22%	10%	39	2	5%
Math	3	Holbrook	At-Risk	70	6	9%	19%	10%	102	5	5%
Math	3	Holbrook	SPED	12	0	0%	10%	10%	24	1	4%
Math	4	Holbrook	All	97	8	8%	18%	10%	118	8	7%
Math	4	Holbrook	Hispanic	55	4	7%	17%	10%	76	5	7%
Math	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	4	Holbrook	African Am.	34	2	6%	16%	10%	34	1	3%
Math	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Holbrook	White	6	2	33%	43%	10%	5	1	20%
Math	4	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	4	Holbrook	Eco. Dis.	89	6	7%	17%	10%	107	5	5%
Math	4	Holbrook	LEP Current	25	1	4%	14%	10%	33	1	3%
Math	4	Holbrook	At-Risk	43	3	7%	17%	10%	84	3	4%
Math	4	Holbrook	SPED	10	0	0%	10%	10%	17	0	0%
Math	5	Holbrook	All	101	22	22%	30%	8%	112	7	6%
Math	5	Holbrook	Hispanic	69	18	26%	34%	8%	70	7	10%
Math	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Math	5	Holbrook	African Am.	25	4	16%	24%	8%	32	0	0%
Math	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Holbrook	White	*	*	*	*	*	7	0	0%
Math	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Math	5	Holbrook	Eco. Dis.	89	18	20%	28%	8%	103	7	7%
Math	5	Holbrook	LEP Current	22	2	9%	17%	8%	33	4	12%
Math	5	Holbrook	At-Risk	72	14	19%	27%	8%	87	6	7%
Math	5	Holbrook	SPED	10	2	20%	28%	8%	8	0	0%

Cypress-Fairbanks Independent School District
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Holbrook	All	90	12	13%	23%	10%	138	34	25%
Reading	3	Holbrook	Hispanic	58	7	12%	22%	10%	88	21	24%
Reading	3	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	3	Holbrook	African Am.	24	3	13%	23%	10%	38	6	16%
Reading	3	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Holbrook	White	5	1	20%	30%	10%	9	6	67%
Reading	3	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	3	Holbrook	Eco. Dis.	76	8	11%	21%	10%	123	28	23%
Reading	3	Holbrook	LEP Current	25	2	8%	18%	10%	39	3	8%
Reading	3	Holbrook	At-Risk	70	8	11%	21%	10%	101	16	16%
Reading	3	Holbrook	SPED	12	1	8%	18%	10%	23	4	17%
Reading	4	Holbrook	All	99	12	12%	22%	10%	118	25	21%
Reading	4	Holbrook	Hispanic	55	8	15%	25%	10%	76	19	25%
Reading	4	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	4	Holbrook	African Am.	35	3	9%	19%	10%	34	4	12%
Reading	4	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Holbrook	White	7	1	14%	24%	10%	5	1	20%
Reading	4	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	4	Holbrook	Eco. Dis.	91	10	11%	21%	10%	107	19	18%
Reading	4	Holbrook	LEP Current	25	3	12%	22%	10%	33	6	18%
Reading	4	Holbrook	At-Risk	43	5	12%	22%	10%	84	17	20%
Reading	4	Holbrook	SPED	10	0	0%	10%	10%	17	1	6%
Reading	5	Holbrook	All	100	29	29%	35%	6%	112	32	29%
Reading	5	Holbrook	Hispanic	68	23	34%	40%	6%	70	19	27%
Reading	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Reading	5	Holbrook	African Am.	25	5	20%	26%	6%	32	7	22%
Reading	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Holbrook	White	*	*	*	*	*	7	5	71%
Reading	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Reading	5	Holbrook	Eco. Dis.	88	25	28%	34%	6%	103	28	27%
Reading	5	Holbrook	LEP Current	22	3	14%	20%	6%	33	7	21%
Reading	5	Holbrook	At-Risk	71	17	24%	30%	6%	87	19	22%
Reading	5	Holbrook	SPED	10	1	10%	16%	6%	8	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	Holbrook	All	99	13	13%	23%	10%	112	9	8%
Science	5	Holbrook	Hispanic	68	11	16%	26%	10%	70	4	6%
Science	5	Holbrook	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Holbrook	Asian	*	*	*	*	*	*	*	*
Science	5	Holbrook	African Am.	24	2	8%	18%	10%	32	2	6%
Science	5	Holbrook	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Holbrook	White	*	*	*	*	*	7	2	29%
Science	5	Holbrook	Two or More	*	*	*	*	*	*	*	*
Science	5	Holbrook	Eco. Dis.	87	10	11%	21%	10%	103	7	7%
Science	5	Holbrook	LEP Current	22	1	5%	15%	10%	33	1	3%
Science	5	Holbrook	At-Risk	70	9	13%	23%	10%	87	4	5%
Science	5	Holbrook	SPED	10	1	10%	20%	10%	8	0	0%

Holbrook

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 58% to 68% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
58%	60%	62%	65%	68%

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	38%	62%							55%		61%	61%	53%
2022	40%	64%	NA	NA	NA	NA	NA	NA	57%	NA	63%	63%	55%
2023	42%	66%	NA	NA	NA	NA	NA	NA	59%	NA	65%	65%	57%
2024	45%	69%	NA	NA	NA	NA	NA	NA	62%	NA	68%	68%	60%
2025	48%	72%	NA	NA	NA	NA	NA	NA	65%	NA	71%	71%	63%

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 51% to 61% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
51%	53%	55%	58%	61%

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	31%	55%							48%		56%	50%	53%
2022	33%	57%	NA	NA	NA	NA	NA	NA	50%	NA	58%	52%	55%
2023	35%	59%	NA	NA	NA	NA	NA	NA	52%	NA	60%	54%	57%
2024	38%	62%	NA	NA	NA	NA	NA	NA	55%	NA	63%	57%	60%
2025	41%	65%	NA	NA	NA	NA	NA	NA	58%	NA	66%	60%	63%

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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